

Sir Keith plays his ACE on governors' reform

Sir Keith Joseph has found a strange bedfellow in the Advisory Centre for Education, the only educational organization to support his plan to increase dramatically parent representation on school governing bodies.

ACE, the parents' pressure group, is rather a radical animal, and its alliance with Sir Keith is a partnership neither can relish very much.

It is, when you come to think of it, rather strange that ACE, whose natural constituency is parents, has arrived at such a different conclusion from the National Association of Governors and Managers, another body in which parents are active.

But, in fact, this is far from being the only curious aspect to the whole affair. It is even odder that ACE can support Sir Keith, and a few weeks later, one of the most prominent members of the ACE council, Joan Salis, can take space in *The Guardian* to explain why Sir Keith has got it

wrong. Curiouser and curiouser. I asked my well-informed ACE-watcher what was going on. Doesn't the organization reflect its members' views? Doesn't the executive council with such luminaries as Lord (Michael) Young founder of ACE, make the policy of the organization?

It appears things are changing. I gather the four-person collective which runs the ACE office has decided that the thousands of parents who subscribe to the ACE magazine, *Where*, and assume they are all members of the organization, are in fact not.

The collective has also decided in its wisdom that the executive council does not make policy. It has revamped *Where*, and removed the names of the council from the front page. And the collective, and it alone, decided upon and wrote the submission to Sir Keith.

The publication next week of Barbara Castle's diaries of the 1964-70 Wilson government is being awaited with some interest by Richard Bird, a deputy secretary at the Department of Education and Science.

In his youth, Mr Bird was private secretary to Mrs Castle at the Department of Transport. And as Mrs Castle has something of a reputation for revealing all about everyone she came in contact with, he might well be a little nervous.

But, in fact, he emerges rather well. Mrs Castle does reveal the not altogether riveting fact that they were nearly sick on a helicopter tour they both went on.

Then, in a rather more interesting chapter she tells of how she found Mr



In conference at Brighton during the education debate... Lord Whitelaw, John Selwyn Gummer and Mrs Thatcher

Brighton ad lib

Tribute has rightly been paid to Sir Keith Joseph for his speech at Brighton. It won a well deserved standing ovation, not least because it was a rarity at party conferences these days—an off-the-cuff reply to the points actually raised in debate.

The notes for his original speech were lost in the early morning bomb blast at the Grand Hotel. Sir Keith's bedroom No. 625, a matter of yards from the bomb, in bedroom 629 was

flooded shortly after the explosion. Sir Keith appears to have been the only Cabinet Minister with the presence of mind to have brought his ministerial red box with him out on to the seafront when the hotel was evacuated. He was later seen sitting on the box reading some of the papers it contained.

Ministerial boxes are always a source of interest. Tony Benn used to astound his civil servants by opening his to reveal a mug and a packet of teabags.

Sir Keith's box clearly contains conventional educational material. I am told his reading matter included examination papers.

Sir Keith talks to the police in the aftermath of the Grand Hotel bombing

A Dicky Bird tells me...

Bird to be a kindred spirit (at a time when she was strongly at odds with her permanent secretary Sir Thomas Padmore.)

The entry dated June 11 1967 when the two were again airborne (he was obviously a high-flier even then) reads: "In the plane Richard Bird and I got into an astonishingly frank discussion—probably the most frank ever to take place between a civil servant and minister... I think Richard has a lot of sympathy with my complaint that ministers have no power of hire and fire. How can they be held responsible

when they can't even choose their own staff?"

Richard Bird evidently found Mrs Castle a kindred spirit, too. "She was a very good boss, considerate and appreciative. And I mean that from the heart", he recalled this week.

And his present seniority within the Civil Service does not appear to have dimmed his views on hire and fire, despite the fact that Mrs Thatcher's pruning of the Civil Service has left precious little room for moving people sideways within the system.

"I still take a much more under-

standing view of politicians' lack of commitment and support than many of my colleagues do.

"But if you want to remove people who are unsympathetic or a bit on the top, you need to find someone outside the system. You can't chuck people on the scrapheap who have been in the system for years of service."

"You have to face up to the reality. Successive governments have failed to face up to this." *The Castle Diaries 1964-70* (Weidenfeld and Nicholson, £20, to be published October 31).

David Lister

NOTICEBOARD

PEOPLE...

APPOINTMENTS
Mr Peter Davis, deputy director of education for Bolton council, to be director of education at Kirkcaldy, West Yorkshire.
Mr Howard Bottomley, principal assistant education officer in Suffolk, to be deputy director of education for West Sussex.
Mr Geoff Hall to be head of Birmingham L.E.A.'s further education division. He was formerly an assistant education officer in Northamptonshire.
Dr Arthur Hearnshaw, secretary of the Standing Conference on University Entrance, to be General Secretary of the Independent Schools' Joint Council.
Professor J. Lawrence formerly director of the Institute of Education at the University of Warwick, to be academic secretary of the Universities Council for the Education of Teachers.

PRIZEWINNERS
Dawn Bates, aged 14, a pupil at The Stanwell School, Surrey, has won a short story competition organized by the John Grooms Association.
David Broad is the winner of the Young Wildlife Photographer of the Year competition. An exhibition of the best photographs received in the international wildlife photographic competition opened at the Natural History Museum yesterday and will run until January 4.

EXCHANGE SCHEME
The National Association of Schoolmasters/Union of Women Teachers has launched a memorial scheme in conjunction with the League for the Exchange of Commonwealth Teachers in memory of the union's late treasurer, Mr Ron Cocking. It is open to all teachers who have or will be exchanging with teachers in

Canada. Details can be obtained from the League for the Exchange of Commonwealth Teachers, Seymour House, 2nd Floor Suite, 26-37 Seymour Mews, London W1H 9PE.

CONFERENCES...

November 10
National Association for the Teaching of Drama annual lecture day at the Polytechnic of the South Bank, London. The lecture, "Drama and the Politics of Language", will be given by Dr James Harriman. Details from Peter Noel-Storr, 26 Canonbie Lea, Madeley, Shropshire.

November 14
"The Development and Use of Teacher Data Bases"—a workshop organized by the Local Education Authorities' Research Group at Manchester Polytechnic. It should be of special interest to advisers and officers with responsibilities for managing and developing the teaching force or for running a staffing section and those responsible for developing computerized i.e. administration systems. Details from Miss Pat Henshaw, education officer, New Council Offices, Earl Street, Coventry CV1 5PS.

November 16-18
Association of Recognized English Language Schools/Federation of English Language Course Organizations annual conference at the Grand Hotel, Bristol. Information from Avels/Felco, 125 High Holborn, London WC1E 6QD.

November 17
"Technology—Opportunity or Threat?"—organized by the Oxford Society for Applied Studies in Education. Speakers include Dr Eric Bates, Dr Tim O'Shea, Mr Martin Giff and Mr Tony

Robinson. Details from Mr Bill Eastwell, 90 Pinewood Green, Iwer Heath Bucks SL0 0QH.
November 17
"The Common Curriculum—Threat or Promise to Global Perspectives?" annual conference and meeting of the Standing Conference on Education for International Understanding at London House, Macdonald Square, London WC1 for primary and secondary teachers and advisers and others involved in intercultural education. Details from Robert Creighton, United World College, London House, Macdonald Square, London WC1.
October 27-November 17
The National Gallery is holding readings from Hans Andersen's fairy tales for children aged 6-13, read by Karin Farnell every Saturday at 3 pm in the Lower Floor Theatre. This is one of a number of events related to the special exhibition "Danish Painting: The Golden Age" until November 20. The National Gallery, Trafalgar Square, London WC2.

EVENTS...

November 9
A concert by the Purcell School and Harrow School in aid of Talworth Hospital at 8 pm at Harrow School. Tickets £5 and £2 from the School administrator, the Purcell School, Mount Park Road, Harrow on the Hill, Middx. Donations welcome.

November 14-15
Schools Computer Fair, organized by the Educational Publishers Council at Penryn Hills, the Precinct, Worsley, Manchester, will exhibit a wide range of educational hardware and software. Details from the EPC, 19 Bedford Square, London WC1.

COMPETITIONS...

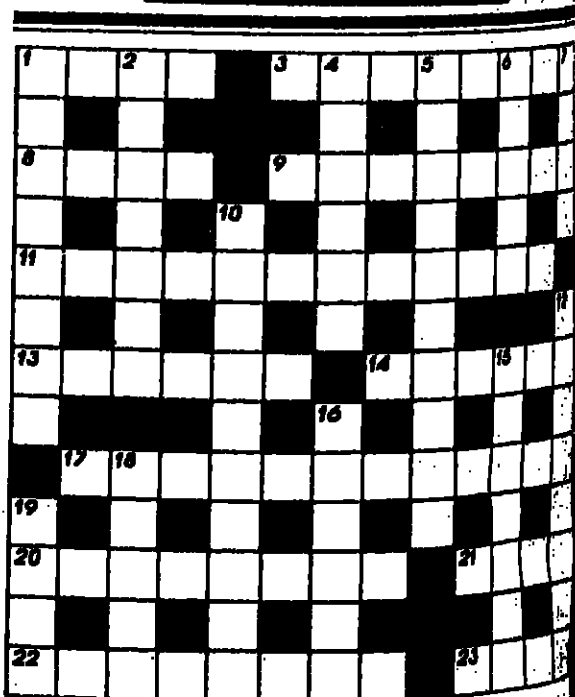
1985 MEGAN DU BOISSON AWARD
A competition for young computer enthusiasts aged 15 to 18 to find an original input device and a written programme to be used by severely disabled people. The input device will help a disabled person use a computer for some social or educational purpose. The award is sponsored by ICL and attracts cash prizes and an ICL personal computer for the school of the winner. Details and entry forms from Displacement Income Group, Head Office, Atlas House, 28 Commercial Street, London E1 6LR. The chairman of judges is Professor Heinz Wulff. Closing date April 1, 1985.

PRINTING IN SCHOOLS
A competition organized by Watford College Department of Printing and Packaging to stimulate a greater awareness of printing and the graphic arts among young people. All secondary schools, including special schools, are invited to submit work for the two principal categories: all printed work, using any process and by graphic design of presentation boards. There are 2750 certificates and commendations in prizes. Details from Charles Lubelski, Department of Printing and Packaging, Watford College, Hemel Hempstead Road, Watford.

INFORMATION...

Avery Hill College, the first competition training college for teachers set up by London County Council, is planning a history of the college. Readers who would like to contribute either documentary or anecdotal material are invited to write to Dr David Shomey, Avery Hill College, London SE9 2PQ. Any material sent to the college on loan will be retained.

No 175 CROSSWORD by Robin



ACROSS

- See the key goes to the agent (4)
- Steal a little distance (4,4)
- Did his influence make Rose change her name? (4)
- Surprised to find the vehicle is carrying acid (5)
- Great follower of Dickens (12)
- Asian sailor is without skill (6)
- A month's formula leaves one breathless (6)
- Union "demonstration" (7,5)
- Sailor sent to quarters for being a de-faulter (8)
- Animal quarters, perhaps (4)
- Household chores for children to do (8)
- Hold the fort (4)
- They can get hot weather (8)
- Career sportsman get by and do well (7)
- Lost, as a dog may be (6)
- Very loud instruction to the player (10)
- Only order northern folk (5)
- How to save one's skin? (4)
- Conditions duod by wind, oddly enough (3,3,4)

DOWN

- They can get hot weather (8)
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Father's days

National agreement giving male teachers the right to paternity leave is being sought by union leaders when they meet local authority representatives later this term.

Only two authorities, both in London, have written agreements on paternity leave. Brent, where teachers are entitled to three weeks, and Haringey, where they can have one week. Some other L.E.A.s do, however, grant it on request.

Teachers' leaders have not yet decided on the details of their claim.

Employers' row places salary talks in jeopardy

by Mike Durham and Richard Garner

Teachers' pay negotiations and the salary structure talks could be thrown into jeopardy unless a means can be found today of healing a serious split between the local authority employers.

Yesterday the teachers' unions submitted a pay claim which would add at least 12 per cent to the salaries' bill. The row has blown up between the Conservative-dominated Association of County Councils and the Labour-controlled Association of Metropolitan Authorities over the White Paper, *Working for Jobs*.

The rift formed last week when the ACC's education committee voted to allow individual counties to open talks with the MSC on the funding of advanced further education. Until now the negotiations have been united in their opposition to the Government's plan.

The ACC move is expected to be followed by its executive committee next week, unless a compromise can be reached today.

At an emergency meeting on Monday, the AMA's education committee agreed to consider severing relations with the ACC on joint initiatives. It could include the Burnham Committee, the teachers' pay negotiating body.

But a compromise could be reached today, when representatives of both associations meet Mr Bryan Nicholson, the new chairman of the Manpower Services Commission, for the first time.

A formula, which would allow both sides to continue working together and buy time for further talks, is being put forward.

The AMA believes that such a formula could preserve the status quo.

for the coming financial year, with funding returned to councils' budgets instead of being channelled through the MSC, and a full-scale review of non-advanced further education carried out.

Mrs Nicole Harrison, the AMA education chairman, said the meeting today was "so important" that she preferred not to comment on the talks.

If the AMA carries out its threat to sever relations a large number of joint educational bodies would be affected, including the Council for Local Education Authorities, the National Advisory Body, the Burnham Committee and the salary structure working party looking into teachers' pay levels.

Yesterday teachers' leaders warned that the shortage of teachers in key areas of the curriculum will become more acute if pay levels are not substantially improved.

The 1985 teachers' pay claim—tabled at a meeting of the Burnham Committee—says there is already evidence of increasing teacher shortages in some key areas of the curriculum. The shortages are most keenly felt among mathematics and science staff.

"Shortages can only become more acute with the increasing awareness of students that not only the starting salaries but also the ultimate rewards of teaching are inadequate," it says.

As previously reported in *The TES*, the teachers are pressing for a radical change in the salary structure in this year's negotiations—and agreement on a single salary scale for all teachers. The claim recognizes that the union's aim may not be achieved next year—but says that as a first step the employers should pay every teacher at least another £1,200 a year.

Drug Tests

Bert Lodge on dope testing at national school sports events.

Profile

Mike Durham meets the man probing the HMI reports.

Under-5 in Italy

Sarah Bayliss reports from an international pre-school conference in Bologna, and on the local nursery schools.

Exchange staff in cash plea

British teachers on work exchange in the United States have sent "SOS" letters home, saying that the plummeting level of the pound against the dollar, is making it a struggle to survive, *Adriana Caudrey writes*.

Calls for help from several of the 158 teachers led this week to questions in the House of Commons. The Central Bureau for Educational Visits and Exchanges—which co-ordinates the trips—is pressing the DES to increase urgently its supplementary grant of £30 a month to each teacher, to help them.

The bureau will also ask local education authorities temporarily to step up the teachers' salaries, which they receive in sterling, to compensate for the cash lost through the poor exchange rate—which this week stood at about \$1.20 to the pound.

Meanwhile American colleagues have clubbed together to provide the distressed Britons with food parcels. And the bureau has arranged for the teachers to receive the second instalment of their grant two months early, if necessary.

HMI takes Norfolk to task for low spending

An HMI report on Conservative-controlled Norfolk is to be published on Monday is expected to criticize the low spending on books, equipment and school maintenance, and the closure of village schools.

The report is certain to add to the growing political row over the publication of the annual HMI expenditure surveys, in the light of Government-imposed spending cuts.

Norfolk has been repeatedly singled out for criticism in the expenditure surveys for its low level of spending on education. In 1981 and 1982 the county was identified as one of four in England and Wales which was said to be giving the Inspectors serious cause for concern.

Like other Conservative shire counties, Norfolk has complained that it is being unfairly treated because of an artificially low spending ceiling imposed by Whitehall.

Reports already published by HMI on individual Norfolk schools, which form part of the background to the L.E.A. report, paint a picture of schools suffering spending cuts.

The Inspectors are expected to be especially critical of the authority's provision of books and equipment. The report will also severely criticize the lack of a redecoration programme which has headteachers to complain about shabby and poorly-maintained schools.

A teachers' leader warned this week that the Inspectorate had already lost its independence from government control.

Mr Haydn White, vice-chairman of the National Union of Teachers' middle schools advisory committee, and a Wiltshire head, told an NUT conference: "All they are doing is supporting central government and local education authority emphasis towards the centralization of the curriculum."

Mr White added: "It is no good writing in coded messages. They are just jacking up what the Government is doing at the moment."

"We are not in the same game as we were 20 years ago when you regarded an HMI comment as being fair. That frightens me."



Here I come... this snap of Angharad sliding down the astroglide in an amusement park won her aunt, Miss Ortel Southwood, a photography teacher at South Downs College of Further Education, Waterlooville, Hants, first prize in the Fretzelli teachers' photographic competition. One hundred of the best pictures are on show at the London University Institute of Education until today.

Minister spurns heads

by Bert Lodge

A deputation of secondary heads who say their schools are in crisis have been refused a meeting with the Secretary of State for Wales, Mr Nicholas Edwards.

The heads, who are concerned at the low level of educational spending in Dyfed, first approached Mr Edwards for a meeting in July. The letter of refusal, signed by Miss J.H. Roberts, his private secretary, points out that responsibility for setting capitation levels rests with the local education authority. "A discussion with Ministers about matters for local determination could not be productive."

A further request in September from the Welsh Secondary Heads' Association produced no response. Since the letters Dyfed teachers

have had a further shock. The education committee decided on October 11 to make a further cut of £1m, including a reduction of the capitation allowance by 25 per cent.

"This means the allowance for a 1,000 pupil school will have dropped from about £20,000 to £13,500 in one year," Mr Lyn Clements, secretary of the Welsh Secondary Heads Association, said this week. "We're now in a crisis. Provision of everything is threatened."

"By fixing the allocation of resources you have a direct influential part to play. It is surely wrong factually and ethically to say that what goes on in our schools is none of your business."

Arts/Books

Annette Kobak on biographies of John Lennon and the Stones; Joelyn Owen on Edward Bligh's latest autobiographical fragment; Tim Brighouse on educational administration; Elizabeth Seal on pre-school learning; Sheila MacLeod on video nasties; Robin Buss on Stephen Blko; Michael Clarke on the work of William Lethaby; English textbooks

Resources/Media

Jack Cross visits the information technology exhibition at the Natural History Museum; a report on the Design and Technology Education Exhibition; *Circles of Power* and *Ken Hom's Chinese Cookery*; 26, 27 Extra English: What is "good" English, and what are "bad" books? Is the imagination being denied and can the computer help? 29-36

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Profile

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Platform

David Holbrook pleads for the place of Arts subjects in the curriculum of today and tomorrow.

Away the lad

Life without work: the last of Brian Glover's reports on the young Georgie.



Independent or useless

Mr Eric Bolton, senior chief inspector of schools, must have known when he was appointed to succeed Miss Sheila Browne, that he would have to spend a good deal of time with his head above the parapet. The job he holds is probably the most exposed in the public education service. His warrant is from the Queen, which is intended to symbolize a professional independence which is different from that of other members of the staff of the DES.

Yet he also fits into a DES hierarchy: his office ranks just below the top, with the deputy secretaries. He and his staff of inspectors are at the disposal of the Secretary of State. They have a central role to play in his plans for the reform of the curriculum and examinations. And, because of the long-running struggle between the central government and the local authorities about finance, they are drawn into fierce and muddy arguments about the links between resources and educational standards (page 1) which force them to make reports which immediately become the stuff of local political argument.

It has suited the politicians, both Labour and Conservative, in recent years to drive the HMIs through the minefield before them, believing that they could be used as a battering ram against the teachers, an instrument for breaking down some of the locked gates which guard the Secret Garden of the curriculum. Having reinforced the authority of



Eric Bolton, senior chief inspector

the Inspectorate and, by publishing HMI reports, raised its profile in order to facilitate more public intervention in the curriculum. Ministers have also created a powerful engine of criticism for themselves and their political friends. Unfortunately, it is one of life's little paradoxes that politicians, who like handling it out, are notoriously thin-skinned and liable to lash out when their own failings are pointed out.

All this is making the present time one of critical importance in the 145-year history of Her Majesty's Inspectorate. There is no doubt about the strain it imposes on Mr Bolton. He is robust and forthright but it would be wrong to impose on him (and even more importantly, on his office) a greater burden than can reasonably be borne. The independent Inspector, who is part of the public service but outside the line management of the executive arm of government, is one of the most ingenious of nineteenth-century administrative contributions to the act of governance. It should not now be put at hazard by local or national politicians just because they feel themselves temporarily threatened.

Sir Keith Joseph has brushed aside fears on this score, but the murmuring in the shires continues and he will need to continue to demonstrate, publicly, his determination to defend the Inspectorate's independence even when what HMIs say is embarrassing or inconvenient. Mr Bolton would be less than human if he, too, did not react to the pressure by redoubling the effort (never less than exhausting under his predecessor) to ensure that every opinion expressed in an HMI report is supported by evidence collected in the course of visitation. It is most important, however, that he should not be forced to do by self-censorship what arrogant politicians would probably not dare to do - put a political curb on the honest judgment of HMI.

COMMENT

Mr Bolton's home truths

Notwithstanding current controversies (see above), what Mr Bolton cannot, should not and, thank heaven, will not do is hide from criticism by retreating into his dug-out. Last week he engaged in a frank exchange with an NUT primary conference at Stoke Rochford (page 8). He expounded the idea of more specialized instruction in the junior school - more subject "consultants" within a scheme of things in which the generalist class teacher is still the norm. In the course of his talk, he explored the implication of this for staffing, not only in the recruitment and training of more primary specialists in subjects like maths, science, and music, but also in terms of the additional time needed for preparation and in-service training.

While most primary teachers remain firmly wedded to the idea of class-based teaching by the all-purpose primary teacher, Mr Bolton is trying to persuade the world of primary education to come to terms with changes which have already begun in some schools and which look like (whatever anyone else may say) becoming the official orthodoxy.

To do this, he had to acknowledge - and indeed, stipulate - that increasing the specialized expertise of the primary school would require "curriculum-led" staffing. That is to say, staffing will have to be related to the mixture of skills required to maintain a full curriculum, without the false assumption that all primary teachers are interchangeable. And he acknowledged, too, that if specialist "consultants" were to be effective in improving the quality of teaching in, say, primary maths or science, teachers would have to spend less time in class, teaching, and more in preparation and "consultation".

In the same way, an increase in in-service training is also a basic necessity if development is to take place on these lines. Mr Bolton's candid acknowledgment of this went some way to defuse hostility at Stoke Rochford, but it can only infuriate still more the Dr Muffetts of this world, or the rest of Mr Les Lawrence's chorus of Tory politicians.

NO COMMENT

"I think that this differential [between home and overseas students' fees] is one of the most stupid and narrow things that has ever been done. I admit it was started, in a tiny way by my own Government - but not by me." Lord Mulley, former Labour Education Secretary, in the House of Lords in October 1988.

'Tell 'em we feel let down'

This week we print the last of four front-line despatches from our roving correspondent in the North-east, Brian Glover (page 17).

He has been talking to the latest generation of young Goordies to waste large chunks of their lives waiting for the boat to come in and - maybe because they know him on the telly, or perhaps because he once learned to connect as a teacher - they have told him colourfully and concisely how they think, feel and live without work. These are the real youngsters behind the "schemes" and the jobless totals of Tyneside, who illustrate the statistics and remind us that another dose of an MSC project still doesn't cure the illness.

They may be canny about working the system, or rationalizing why pot or glue is a safer way to forgetfulness than alcohol, but the overriding message is that they are still a hopeful, vigorous, resourceful bunch who, more than anything in life, want a real job. It doesn't seem to have been the schools that have failed them, or their own lack of effort to get qualifications or write applications.

It is a message echoed in her own words on page 18 by Karen Blakey, drugging her way through work experience as a hairdresser, but fired by the burning hope of professional skills at the end of it. But will there be a job after her FE course?

Glover talks to a Jarrow girl this week who was in "a proper job, not a scheme" with a hairdresser, but lost it when trade fell off. "I don't know who you're writing this for," she told him, "but you can tell 'em we feel very let down."

Under the influence

Dope testing for school swimmers (page 5) opens up a new and unpleasant vista in the chemistry of teenage sporting malpractice. In some schools, swimmers are being tested for drugs before they enter the pool.



gymnastics being the most notable - peak performance is reached at such an early age that all the vices associated with world competition and big money now threaten to corrupt Tom Brown's school days.

As Ron Pickering is quoted as saying, the relevant age group is, believe it or not, 7 to 14. The use of banned drugs is widespread among competitors from East Germany and elsewhere. Inevitably, perhaps, this tempts obsessive young athletes here (and their obsessive coaches) to resort to similar substances. Not many people become top athletes without a single-mindedness which borders on the obsessive, and now that the stakes have become so high, all the dangers and the temptations are magnified.

The Sports Council, it should be said, is trying to prevent mischief before it becomes widespread. There is no evidence yet to suggest that English school sport is already under the influence of drugs. Not chemical drugs, anyway: certainly all the other behaviour-modifying influences peddled by commercialism and chauvinism in national and international sporting competition can be seen at work at the junior level. The wit who coined that phrase about nice guys finishing second has a lot to answer for, as the conventions of sportsmanlike behaviour become equated with weakness and surrender.

If random dope tests are introduced into school sports as, perhaps, they should be, there is no knowing where they may end. There is an obvious need to look closely at the opposite end of the sporting spectrum: how many fathers need a stiff gin before entering the egg and spoon? Turn over this stone and there's no knowing what you may find.

Second Opinion

A better class of sausage?

"A realistic way of breaking free from the restrictive range of subjects which has stereotyped the education of able young people for far too long, this really has got to be said. The level proposals have been described as the universities, those bogey-panes of the sixth-form curriculum?"

Yes, in the universities the light AS level is not, as it is for most things permanently amber but green - but green. Contrary to myth, most admissions tutors are bothered about the sausage machine nature of the A level system and would like to encourage something broader and more flexible. Obviously standards have to be maintained. We have after all the shortest degree courses in Europe. Hence, the need to insist on two A levels. But beyond the 16 or so weeks periods that these require there is room for a more imaginative choice.

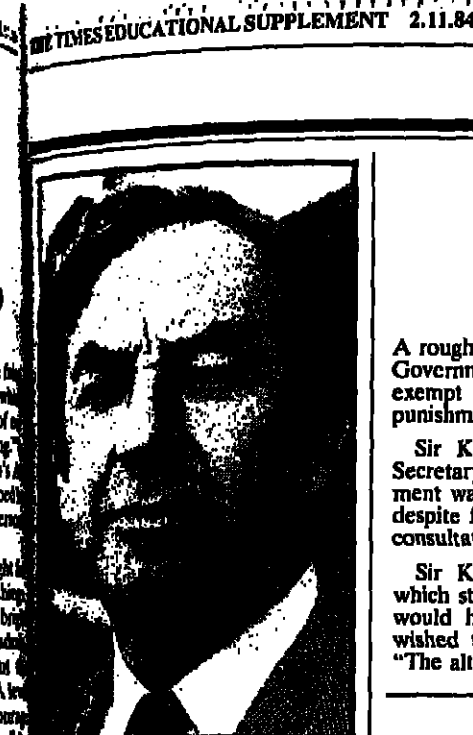
School teachers are sceptical about the born-again enthusiasm for curriculum reform that their university colleagues are displaying. "Show me, take surely," they murmur at such time. Yet the signs are unmistakable and the various wobbles that have been thrown into the debate may come from misunderstandings of the proposals and the universities' attitudes to them.

So here goes: true or false?

1. The university support is not genuine and those who dare to take AS levels will be at a disadvantage. **False.** Grades obtained in two AS levels will rate at least on a par with the grade in a third A level especially including a contrasting subject.
2. Universities will discriminate against those who don't take AS levels. **False.** Selectors already choose between varying numbers and combinations of O and A levels and a school can state on the UCAS form the school's policy on AS levels.
3. AS levels will weaken non-examined studies by increasing the time of examined work. **False.** The amount of teaching time for two A and two AS levels will be exactly the same as for three A levels.
4. AS levels will destroy good past level work already being done at AS level. **False.** Some of the best AS levels - for example French for business or Applied Statistics - will not be affected.
5. Minority subjects like art and music will suffer. **False.** These are just the kind of subjects to which AS level could give a firm foothold in the sixth-form.
6. The whole thing is a ploy to do away with general studies. **False.** There is no proposal to abolish general studies. There is actually a suggestion that it should be introduced at AS level. The only plot is to provide a greater range of ways of broadening the curriculum.
7. You simply cannot chop up A level syllabus in half and call it AS level. **True.** It is obvious that the relationship between the two levels will vary from subject to subject. What matters is to devise a syllabus that genuinely provides four periods of teaching in two years.
8. It is impossible to teach A and AS groups together. **True and False.** It depends on the subject. Some A level work would positively benefit from the injection of something new through AS level. Practical skill in languages is a good example.

Where do we go from here? For the work done in general studies we have the most narrowly based curriculum in Europe. We are determined to dismantle the sausage machine but at least make the ingredients more varied and interesting.

Arthur Heardon is Secretary of the National Association of Head Teachers.



John Howard Davies

Clwyd chief gives social work post to secretary

by Howard Sharron

A storm of protest has greeted a decision of education's decision to appoint his personal secretary, and not his deputy, as education social worker.

NALGO officials are demanding to know why Mr John Howard Davies, director of education for Clwyd, appointed the two secretaries rather than candidates more experienced in welfare work.

Mr Tony Mitchell, the convenor of NALGO social services stewards, said: "I have written to Mr Davies complaining about the decision and pointing out that many people are angry about the action of a chief officer concerned about the welfare of children."

"We also want to know why there was no social services person on the appointments panel. And why experienced social workers whose community home had just closed, and in immediate treatment officers, both of whom were not given the jobs."

Mr Mitchell said Clwyd did not need unqualified social workers but apparently appoint unqualified education social workers. The posts were not advertised externally, he added.

Mr Davies said he had no reservations about the decision and that the appointments procedures had been properly followed.

"People are going around saying that I was all a fix from within and that the secretaries got big fat salary increases. This just shows their ignorance of the facts. My secretary actually had a drop in salary of £1,000 to take up the appointment."

One of the 30 applicants for the post was vacant ESW post was qualified, explained Mr Davies. "The secretaries both had immense experience in working with the public as well as a knowledge of the education system. The posts had not been advertised externally because the local authority was in a situation of contracting and internal staff had to come forward."

Mr Davies said that a children's home was being closed and that the secretaries were being moved to the new home. "We need to get away from the old home," he said. "We need to get away from the old home."

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NEWS

Caning Bill set for rough passage

by Biddy Passmore

A rough passage seems likely for the Government's Bill to allow parents to exempt their children from corporal punishment.

Sir Keith Joseph, the Education Secretary, confirmed that the Government was going ahead with the plan despite fierce opposition to it during consultation.

Sir Keith told MPs that schools which still used corporal punishment would have to ask parents if they wished their child to be exempted. "The alternative of leaving the initiative

to parents to make their wishes known to schools would involve too great a risk of mistakes and misunderstandings," he said.

The legislation will apply to all maintained schools and to non-maintained special schools, and to children with local authority or assisted places at independent schools.

The Bill is the Government response to a ruling of the European Court of Human Rights in 1982 that parents' opposition to corporal punishment was a philosophical conviction and must be respected.

Mr Robert Key, Conservative MP for Salisbury, a member of the Commons select committee on education and a former Harrow schoolmaster, told *The TES* this week that abolition would have been better. He predicted that many Tory MPs, whatever their views on corporal punishment, would consider the scheme unworkable.

Ministers may well consider that, however unsatisfactory their plans, they would have a much larger revolt on their hands if they tried to impose a complete ban.

This is one of three Bills affecting education to be announced in Tuesday's Queen's Speech. The others will be a Bill giving polytechnics and other local authority colleges the right to keep the profits from their own inventions and consultancy work, and the Bill abolishing the Greater London Council which will bring in direct elections to the ILEA.

The Government has also confirmed its readiness to support a Bill making it an offence to supply solvents to young people if it is likely they will be used for sniffing.

College failed to promote women

by Adriana Caudrey

A five-year investigation by the Equal Opportunities Commission found that women lecturers were discriminated against for promotion at a college of further education in Wales.

A package of reforms to ensure equal prospects for both sexes has now been presented to Gwent County Council and Ebbw Vale College of Further Education by the commission. It points out that the injustices suffered by women in the college's business studies department are typical of those experienced by women throughout teaching.

The watchdog body says in its report on the investigation: "Within every sector... even in primary education where women account for 77 per cent of the teaching force, women are proportionately under-represented in the most senior posts and over-represented in the lowest salary scales."

The commission launched its investigation at Ebbw Vale after complaints from staff. It found before and after the passing of the Sex Discrimination Act in 1975, women in the business studies department - where most of the college's women lecturers were employed - were discriminated against.



Pep talk for independents

Independent schools are falling to plan ahead to get a bigger share of a declining pupil market, a leading firm of management consultants says in a report out today.

Independent schools must increase their "market share" from 6.2 to 7 per cent just to keep their present number of pupils, the report points out. Yet many have not yet come to grips with their problem, notably by allowing fees to rise substantially faster than inflation.

The consultants, Deloitte, Haskins and Sells, point out that four potential growth areas which they themselves

had identified have not, broadly speaking, borne fruit.

These were sixth-form entry, the admission of girls to boys' schools, attracting more local pupils and more pupils from overseas.

Now they suggest other strategies which might help, including constant review and improvement of standards, tighter control of operating costs, (especially to take account of the rise in day pupils and weekly boarders), and more cooperation with the maintained sector.

They also urge schools to take a more professional approach to wooing parents.

Heating dispute closes schools

Secondary schools in Doncaster were shut down indefinitely on Wednesday as a result of a dispute stemming from dwindling coal supplies.

The schools were closed after the authority had rejected caretakers' demands for an extra £15 a week to look after gas heaters that had been installed to replace coal-fired burners.

Teachers, warned there was a danger that parents could take the authority to court for refusing to provide education. The I.A.S., he said, had decided to concentrate on keeping nursery and primary schools open - policy which would be detrimental to the interests of examination candidates.

Representatives of Doncaster's secondary schools are due to meet the council today to discuss the situation.

Union and GCE boards call for changes in new exam plans

More join attack on AS levels

by Biddy Passmore and Susannah Kirkman

Two GCE boards, the second largest teachers' union and the Government's advisers on the school curriculum have all added their voices to the criticisms of the new AS levels proposed by education ministers.

The Joint Matriculation Board, the Associated Examining Board, the NAS/UIT and the School Curriculum Development Committee have all applauded the aim of broadening the sixth-form curriculum. But all doubt if the present proposals would do it.

Rather than the truncated A level syllabuses suggested by the Government, they call for broader courses which would be of value to a wider range of candidates.

As reported in *The TES* (October 19), the hostile reaction to the scheme is likely to force ministers to make at least some modifications to their plans and to delay the introduction of the new syllabuses planned for 1986, by at least a year.

But the universities last week lent strong - if lonely - support to the proposed exam, although admissions tutors do not want to give preference to applicants with AS levels as Sir Keith Joseph, the Education Secretary, had originally hoped they would. (See page 2 for a fuller account of their views.)

The JMB's response accepts that the new AS level must be linked firmly to A level standards but sees no need for it to be linked directly to A level courses and exams. There is likely to be a demand for courses not derived from existing A levels and without a direct A level counterpart, it says.

The JMB stresses that boards must be left free to develop syllabuses in the subjects for which they foresee the greatest demand.

The Associated Examination Board, whose response contains more

fundamental criticisms, says it had hoped for a free-standing examination with a wider application among sixth-formers and students in further education colleges.

The close relationship being specified between AS levels and A levels in terms of standards, subjects and candidates would inhibit take-up and, even among A level candidates, would broaden study only within a chosen A level discipline and not outside it, the board says.

The AEB calls for the development of cross-disciplinary courses in physical or social sciences, some foreign language study below A level standard and perhaps a course on general scientific method. It regrets the Government's suggestion that AS courses should be developed initially only in mainstream subjects.

The NAS/UIT rejects the new exam proposals, saying that AS levels are "narrowly designed to serve the interests of a small minority of students taking A levels" and will be "inappropriate" for 16-year-olds who wish to remain in full-time education for an extra year.

But, if the Government wants to go ahead with the new exam, it calls on the Education Secretary to delay its introduction by a year.

The School Curriculum Development Committee says that expecting AS level candidates to reach A level standard in half the time allowed for an A level would be too demanding and would put extra strain on staff and resources.

It advocates instead the design of new courses which would use a variety of assessment methods, break traditional subject boundaries and need not be based on the traditional two-year sixth-form model.

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PLATFORM

David Holbrook surveys what he sees as the bleak landscape of curriculum reform and concludes that, more than ever, the arts – offering excitement and testing the imagination – must find a place in Sir Keith Joseph's business-like and practical world of facts

Cutting out the frills, cutting out the thrills

Sir Keith Joseph has issued a "tentative" outline for a "debate" on the curriculum for the 5 to 16 age-range which advocates changes which offer themselves in a spirit of "realism" for the secondary school. The emphasis is on the "practical". No pupil should be allowed to drop any important element of a broad science curriculum. Technology is to be fostered, in a drive to foster practical skills. Pupils should be given "insights into the adult world, including how people earn their living".

The special emphasis is plain, as it has been in Sir Keith's approach to the universities. The "new technology" and science are important to the future of our country: the arts may be cut back – and it is architecture and music departments that are cut. In the new document, it is urged that while music, art and drama should all be learnt at some stage in secondary education, they need not be available throughout. The implications are plain: we cannot afford the frills in an economic crisis, we must be business-like. Children must learn to face a real world of harsh facts, and they should be preparing to write that letter applying for a job, and to answer the telephone, rather than capering about in some arty-arty mime about sleeping beauties, or writing poetry.

This "depressed and reductive idea of realism" as one county inspector puts it, will have its effect on English teaching. Although English must be taught, it will concentrate on "language", meaning language skills – communication skills. The imaginative content, as with music and art, will be cut back. Teachers will feel that they are required to make this kind of change – indeed, that it is in "the national interest" to do so.

The tendency is always there. We know this from parents' evenings: there, the queues for the "hard" subjects like mathematics and physics are long, while the art teacher sits there without a single customer. In

Australia I found parents actually objected to the teaching of poetry, because that was for Sheilas: and I am always quoting the story an elderly teacher told me, of the note he received on blue sugar paper in the twenties which read: "Please do not teach my child poetry: he is going to be a grocer".

The arguments being put forward by Sir Keith were answered long ago, in that marvellous book, *English for the English*, by George Sampson, published in 1934. He said that "any serious attempt to give a child of 11 a vocational education is a crime, and any pretended attempt a sham". Till the age of 14 it is our duty to educate a child, not train a hand. "The child will become a hand quite soon enough."

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I'm longing for the summer time,
When come the bold red poppies.
It's pick a posy and take them home
To stand in long tall glasses.
But I will leave a lot to stand in the wild
To shed their seeds for next summer.
For I want to forget the big bold red poppies,
In the winter once again I'll long for
Summer and the poppies.

A poem written by Jenny Thorne, aged nine, for David Holbrook at a creative writing session at Ashwell primary school. "Of course, there are problems of spelling and punctuation but the child has written some beautiful sentences, and now the imaginative 'flow' is there, the teacher whose goal is good English has something to work on both in terms of it being articulate, and in English as a humanities subject."

the schools need not hasten the process."

Sampson said that it sounded almost scientifically convincing to say that "education should be given a vocational bias with reference to the specific character of the local industries" and so forth. But he saw the impracticability of this, as well as the fact that it was wrong in principle.

"We must really get out of the habit of talking as if education were the preparation of children merely for that part of their life which does not belong to them; as if they, as reasonable, living beings, had no existence at all."

Sampson was writing at a time when too many jobs were "brainless" and "maddeningly mechanical": today it is worse, because many of the children will not get jobs at all. So it is even more important to revive his emphasis: "I am prepared to maintain... that it is the purpose of education, not to prepare children for their occupations but to prepare children against their occupations."

There are many grounds on which teachers could resist the pressures from Sir Keith Joseph. Of course, when there is talk of a "tentative" suggestion for a "debate" that is not what is really meant. As I have pointed out, in an article in the *University of Education*, Vol 38, No 3, summer, 1984, what Sir Keith really means is: "In what way would you like to be cut to pieces?"

The question arises whether it is proper for the Government to interfere in the curriculum of the schools. The answer is: no, unless it is to ensure that the curriculum is not so narrow as to be a disservice to the children.



bridge said, rather icily, the whole approach is based on assumptions we do not share. We need to invoke the whole concept of an education in the humanities, in the spirit of the original *telos* of Ancient Greek civilization, in its pursuit of the truth of inner and outer reality.

We need to consider whether the present decline in British economic life is not due, possibly, to a loss of spirit, of vision for the future, of flexibility and imagination, in our ideas at large about the direction of society, and human values. If this were so, then to cut down on the humanities, the arts and imaginative disciplines would be the last act of self-immolation which the nation could perform on itself. Computers and technology are no answer to

world: for instance there are notes on the need to attend to spelling and punctuation in my *English for Maturity*, published in 1961. Grammar is different: of course a child needs to know something about how language works, and should be able to name the main parts of speech, for the convenience of talking about mistakes and failures to get across. The great error the "practical" men make is that they believe what is not true, that by learning grammar a child learns to use language. The truth is that language use comes by nature.

If a philosophical demonstration of this is needed, the place to turn to is the work of Michael Polanyi, the philosopher of knowledge. We learn our skills, and we know, through what he calls "subsidiary" processes, like "indwelling". We cannot ride a bicycle by learning the rules or physical principles. We can only learn by "indwelling" into the bicycle, extending ourselves, as it were, into it. The same with language: with an inherent propensity for it, we "indwell" in the language system as it emerges between ourselves and our mothers, among all the other forms of symbolism to which we introduce us. This play with the mother is itself a major imaginative process, and it is fundamental.

As Susanne Langer argued, symbolization is primary to thought; and she was a disciple of Ernst Cassirer, who found man, in his remarkable book *An Essay on Man*, as the *Animal Symbolicum*. What distinguishes man is the way he lives in another dimension, the dimension of culture and meaning. As Martin Buber argued, our capacity to be, and our capacity to relate to the world, depends upon the way a "man" of consciousness develops in us, out of the primary I-Thou relationship with the mother, so that we are capable of apprehending other spaces, and other times, and so to have an awareness of future, and of what is happening inside other people. On these capacities, all human intercourse and achievement depend.

So the child's capacity to use language is part of a complex process of discovering himself and the world, through imagination. Coleridge would have understood this kind of emphasis, which has emerged in many disciplines in philosophical anthropology, from post-Kantian philosophy to psychoanalysis. The imagination, as Coleridge said, is the *primary agent of human perception*. This is confirmed by the insights of paediatricians like D. W. Winnicott into play, especially those who have followed the psychoanalytic understanding of children's meaning in nursery workers like Susan Isaacs. The fundamental capacity of the child to develop an

effective identity and the capacity to deal with the world out there, depend upon the exercise of symbolization. Culture and the poetic faculties, in the widest sense, come first.

The scientists know that, as Polanyi pointed out, scientific discovery comes by a "leap of the imagination". John Dickson shows that he knew that imagination was primary, in his *Hard Times*, where he argues that the "childhood of the mind" against the utilitarians, who would, like Sir Keith Joseph, limit education to a dry practicality. Without "hard" which Dickens meant the exercise of the capacities for play and the growth of a child might grow up without adequate moral sense, without the capacity to understand what is going on inside himself or in the inner life of others. Without these powers, his life could be a disaster.

The development of what may be called *whole life* process of exchange between teacher and child, involving the child's overall growth as a person, this, the exercise of the poetic disciplines is primary. The teacher's task is to involve the child in questions (like Sampson's word) of his or her own

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Bert Lodge reports on a campaign to introduce dope examination into school sports

Young swimmers now face drug tests

England's top school swimmers face being tested for drugs five times next year if Sports Council plans are adopted.

This is the number of tests the council has asked the English Schools' Swimming Association to allow in a drive to make dope testing a normal feature of amateur sports.

A precedent was created on Saturday when the association became the first body at school level to allow random testing at a meeting. Urine samples were taken from 10 competitors aged 12-19 at the English schools' championships in Morden.

Daley Thompson, Olympic gold medalist in the decathlon this year, told *The TES* this week: "When I was going to school level level was a state of affairs. Yet you can see the sense of it. The other countries don't do it, so our kids feel they are at a disadvantage and there's a temptation."

June Croft, bronze medalist in the 100m Olympic freestyle at Los Angeles this summer, agreed. "It's a sensible idea. It's not like the East Germans getting so far in front, they know the reason and they know why don't I do the same?"

Whether the association will allow dope testing next year on the seas is still being decided. "We are going to sit back and think about it," Mr Fred Uglow, secretary and formerly head of a Plymouth junior school, said this week. "In any case, we have already told the Sports Council we will only allow it at national finals level."

The council has led the campaign against the use of banned substances in sport since 1979 when it offered to pay the cost of testing. But response has been slow. During 1982-83 only 14 governing bodies took up the offer of tests which cost the council £50 a time.

In November Mr Dickie Jeeps, chairman of the council, condemned the apathy and evasion. In March Mr John Wheatley, director-general, hinted that grants might be in doubt. "We mean business with these new measures. We don't want to take financial sanctions against any sport but it is one of the options we shall have to consider."

The Amateur Swimming Association, the governing body for adult competitors, has already allowed testing and Mr Uglow saw last weekend's events as an extension of this. There is also the early age at which competitors mature in this sport. "Three of last Saturday's swimmers were in Los Angeles for us at this year's Olympics," Mr Uglow pointed out. "The youngest, Zara Long, is still only 13."

The point was reinforced this week

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Finance dominated the Commons debate on HE. Biddy Passmore reports

Seek private cash, universities told

Universities and colleges would be wise to seek more funds from the private sector to cushion themselves against continuing restrictions on public funds, Sir Keith Joseph, the Education Secretary, told MPs last week.

But he made it clear that he was talking about small steps, not a sudden switch from near-total dependence on the taxpayer to total dependence on the private sector.

Opening the first Commons debate on higher education in three years, Sir Keith said: "I have the impression that there is widespread recognition that the days of relatively easy public spending are over for a long time."

He would be surprised, he added, if Mr Giles Radice, Labour's education spokesman, gave an unqualified commitment to restore every penny of every cut made by this and the previous Government.

He was not surprised, Mr Radice made it "absolutely clear" that Labour remained "strongly committed to a vigorous, dynamic and innovative higher education system"; he condemned the cuts of the past five years as barbaric; but, when challenged on the point of restoring them in full, he had to resort to the answer: "We should have to consider the situation on our return to power."

Funding and access were the two key issues of last Friday's unusually well attended debate, in which MPs from all sides pleaded for a period of stability in higher education.

There were also pleas from all quarters for the Open University, which claims it faces a cut of £13m over three years.

Mr William Benyon, Conservative MP for Milton Keynes, said he was worried that the OU's special problems would be overlooked in the general desire to control public spending. And even Mr George Walden, the right-wing Tory MP for Buckingham, encouraged the Government to preserve a sense of proportion and said that the OU's budget (£60m) was "not



Sir Keith Joseph (left) . . . challenge to Mr Giles Radice

all that much" set against the £3 billion for higher education.

Mr Peter Brooke, the higher education minister, replying for the Government, was able to produce a faint hope of rescue. He did not want to encourage optimism, he said, as the Government was not awash with surplus funds, but the matter "would be looked at carefully."

The Government's future strategy for higher education, to be set out in a Green Paper early next year, would be informed by two concerns - quality and cost-effectiveness - Sir Keith had said when he opened the debate.

He emphasized that quality was not a matter of getting all institutions to reach the academic style and standards

set by the few, nor of tallying up the exam scores of those entering institutions.

It was a question, rather, of whether institutions were fitted to their purpose and were achieving excellence in at least some of what they were trying to do; whether courses were organized and taught to the highest standards; and whether those entering higher education were properly motivated and equipped for their courses.

The Government recognized that "more efficient" was not synonymous with "cheaper", Sir Keith said, and that there was a point where it was not possible to increase economy without lowering standards.

He emphasized that the Government wanted to maintain access while promoting efficiency and protecting standards.

The Education Secretary caused howls of disbelief when he disputed an Opposition claim that the cuts since 1979 had meant that qualified young people had been unable to find a place in higher education.

The Government had stuck to the Robbins principle that access should be available to all those qualified and wishing to study, but not necessarily in either their first choice of course or institution.

The Government would welcome discussion of the change in the Robbins formula recently proposed by the

University Grants Committee and the National Advisory Body, he said, which would make entry dependent on a student's "ability to benefit". But this should be "exactly judged" by institutions.

"It is of no benefit to the institution, to the student, to the economy or to society, and particularly to the taxpayer who foots the bill, if higher education institutions take in those who have no real aptitude or inclination and whose prospects of fruitful employment are unlikely to be enhanced."

Mr Radice accused the Government of reneging on the Prime Minister's commitment at the last election to hold higher education funding steady in real terms.

At a time of increasing demand, the Government was planning to cut the recurrent grant to the universities by 0.5 per cent a year in real terms up to 1986-87 and to cut the income going to the public sector by 1.8 per cent between 1984-85 and 1986-87.

Referring to the confusion over future student numbers, Mr Radice said: "What is clear is that the demographic case for a massive contraction has disappeared and the Government should be honest enough to admit it."

Labour proposed an alternative policy to contraction for the late 1980s and 1990s, Mr Radice continued: a period of innovation and change, in which institutions of higher education would get security of funding in exchange for adapting to changing needs.

He tried to extract from the Education Secretary a denial that he had agreed with the Treasury to abolish the minimum student grant.

But Sir Keith said sternly that such ministerial proceedings were sacrosanct until announced as Government policy.

Only the day before the Government's less punctilious spokesman in the Lords, the Earl of Swinton, had denied categorically that any such decision had been taken.

Places go to 2,000 more

About 2,000 more university applicants have been accepted this year than last. Mr Ronald Kay, secretary of the Universities Central Council on Admissions, said this week.

The increase was expected as universities had offered, with Government encouragement, some 2,000 more places this year.

Figures during the past week had indicated that 15,000 young people failed

to get into university this autumn who would have got a place before the 1981 cuts.

The figures emerged from a London conference on future student demand. Dr Alex Nichol, an UCCA statistician who spoke at the conference, said the figure of 15,000 referred to 1983, not the current year. He thought this year's figure would be about the same.

Cambridge entry change delayed

Cambridge admissions tutors have agreed to postpone the introduction of a new university entrance exam until 1987 because they cannot yet decide on some of its essential features. They had hoped to implement the change in time for entry in 1986, Biddy Passmore writes.

But a university spokesman said this week that Cambridge still planned to devise an exam which candidates would sit in the summer term, shortly before A levels. The exam would be similar to, but separate from, special papers, and would not require additional preparation.

This will put procedures for getting into Oxford and Cambridge right out of line with each other. Oxford's reforms, agreed last year and to be introduced in 1985, would force all candidates who sit the exam to take it in their fourth term in the sixth-form.

Thus, changes designed to encourage applications from state school candidates - by ending the post-A level exam which is thought to favour public school candidates - may simply result in more confusion in state schools.

But both universities are likely to keep open an alternative procedure - offers conditional on A level. Oxford has already agreed to keep that route and Cambridge is likely to do the same.

Meanwhile, both universities have received a bumper crop of applications this autumn for entry next year. This was foreseen, as the last batch of Oxford's post-A level candidates is coinciding with the first batch of fourth-term-only candidates.

At Oxford, applications have risen by 567 to 8,130 and at Cambridge by 671 to 9,035.

MSC commissions study on training research centre

by Diane Spencer

The Institute of Manpower Studies is to investigate the feasibility of setting up a national training research and development centre.

It is one of two studies ordered by the Manpower Services Commission aimed at ensuring that training resources are directed at the right priorities in industry.

The other, to be carried out by the Further Education Staff College at Coombe Lodge, near Bristol, will be designed to spread research findings

practices found in colleges throughout the FE service.

The MSC and ministers are not yet convinced that colleges are truly responsive to the needs of companies. They want to see more market research carried out by colleges into local training requirements, better marketing by colleges of the training facilities, and improving staff development.

The MSC wants the IMS to report and carry out on the issues of training and research in the FE sector.



This sculpture work by a pupil from Hackney Downs School was part of the "Schoolwork" exhibition, Schools '84 - A Comprehensive School at the Royal Festival Hall.

IN BRIEF

School figures

There were 20,384 maintained primary and 4,553 maintained secondary schools in England in January 1984, according to statistics just published by the DES. All but 28 of the primary schools were mixed and so were the great majority (84 per cent) of secondary schools.

OU degrees

More than 49,000 people have taken degrees with the Open University next year - the third highest total since the OU began in the 1970s. But only 18,800 got the OU but was forced to reduce the figure because of Government-imposed

Governor quits

A comprehensive school governor resigned last week following a row over his board over statements made at a Conservative Party conference. Brighton, Mr Douglas Spencer, governor at Bicester School, Oxfordshire, walked out of a governors' meeting after the board passed a motion criticizing his conference remarks calling for the reintroduction of grammar schools and the 11-plus.

Woman head

Ms Gladys Broderick has become the first woman head of a co-educational secondary school in Northern Ireland. Ms Broderick, 40, a graduate of Trinity College, Dublin, is head of the given Secondary School in Carrigrohilly, which has only 112 pupils.

Action urged

Mr Fred Jarvis, general secretary of the National Union of Teachers, last week teachers should act in defence of education. He told the conference of the World Confederation of Organizations of the Teaching Profession, that Government action could be far more harmful than industrial action to children's education.

UGC inquiry

A two-stage inquiry into Oriental African studies is to be carried out by the University Grants Committee. In the first stage, an inquiry into the reasons required to meet the needs of commerce and diplomacy, will be chaired by Sir James Craig, recently British Ambassador to Arab states. The second stage will be later and will cover academic teaching needs.

4.6% pay rise

Universities and their leading bodies have been forced to agree to a pay rise for lecturers of 4.6 per cent in the current year, even though the rise does not satisfy either side. The settlement was proposed by Mr Alexander Johnston, independent chairman of the committee which negotiated lecturers' pay, after the two sides had been unable to agree on a figure. It was approved at a meeting with DES officials last week.

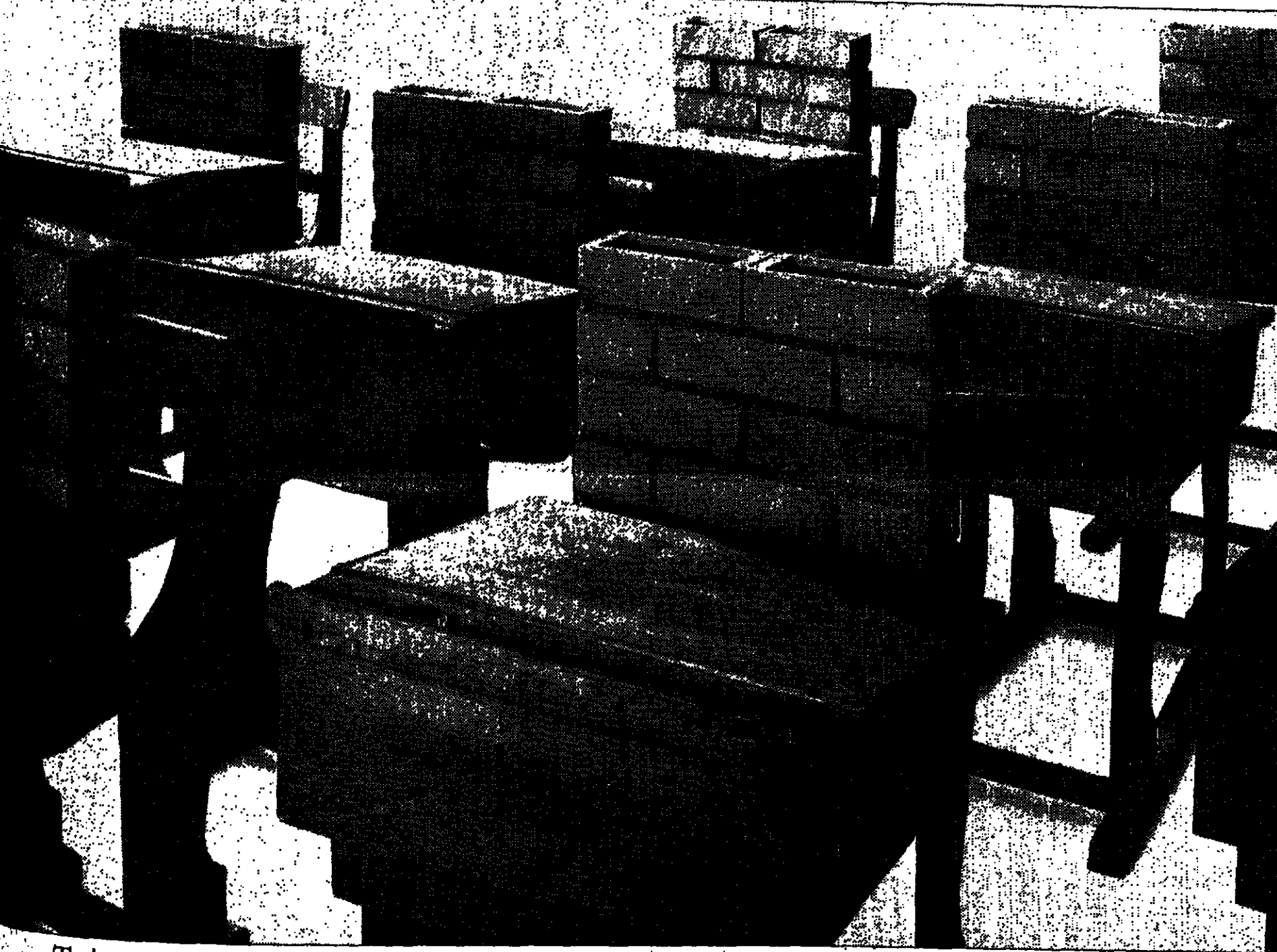
Anarchy booklet

Police in Sheffield have been called over an anarchist booklet handed out at school gates which listed "91 ways to sabotage your school". The 14-page booklet, distributed by a group calling itself "Sheffield Anarchists", has been sent to the Director of Public Prosecutions for possible legal action.

Secret ballots

The Government has been urged to introduce compulsory secret ballots for the election of teachers to governing bodies. It would stop teachers nominating which would become the staff governor and should prevent the big teacher unions organizing the election on a "party basis", says the Association of Teachers.

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BARCLAYS



Zeppelin's take-off

The first sports centre in Britain to be specifically designed for children aged 5 to 12 was officially opened last week by Lord Avon, Under Secretary of State at the Department of the Environment.

The Westminster Children's Sports Centre - better known to local children as "The Zeppelin" - has been built on a derelict site near Paddington Green at a cost of £230,000. It is the size of five badminton courts and offers a huge variety of sports, including gymnastics, short tennis, trampolining and indoor cricket.

"We're really excited about the project," said Wendy Titmas, director of the Westminster Play Association, the charity which built the centre with the aid of government and GLC grants. "And we're encouraged by the fact that a number of local authorities have already visited us to see what has been achieved at such low cost."

MPs urged to boost staff morale

A new manifesto for primary education which, like the 1967 Plowden Report, offered a positive lead to teachers and gave a boost to morale was urged upon the Commons Select Committee on Education this week by Professor Philip Taylor, from the Department of Curricular Studies at Birmingham University.

Professor Taylor said that primary teachers felt uncertain about what was expected of them, but he hoped the Select Committee would offer some direction. The majority of primary teachers had always gained most satisfaction from having a class of their own but as knowledge advanced, more and more was being expected of schools.

Referring to the current debate about specialist teaching, he said it was feasible for primary teachers who were also subject experts to give demonstration lessons and offer teaching materials. But the idea should be monitored in practice before it became a general policy for schools.

Professor Taylor, who drew evidence from an inquiry at his university into the attitudes of 600 teachers, said he thought the biggest stumbling block to progress in the primary sector was the "top down" way in which many schools were run, with heads making all the decisions and instructing teachers to carry them out.

He was also concerned that in the prevailing economic climate there was too much emphasis on schools being places where children "worked" rather than where they learned and enjoyed themselves. "Too much work, work, work and you will push out the fun and engagement."

The most scarce thing teachers had was time. They must be given working time in which to look at their classroom practice, update themselves and attend in-service training.

Mr Tony Riley, headteacher of Nonsuch primary school in Birmingham and a co-author of the Birmingham Inquiry into teacher attitudes, said expert tuition and individual teaching of children with special needs was possible with classes of around 20 children. It was extremely difficult with 32 children in a class as there were at his school.

He believed the 1981 Education Act on integrating handicapped children, was "one of the finest ideas" in education but it placed a "tremendous burden" on teachers when no extra resources were forthcoming. His own school had eight children defined as having special needs under the Act.

"The vast majority of children are underachieving," he told the Select Committee. "It's possible that all children would do better with smaller pupil-teacher ratios, better training, more resources and so on."

The primary stage of education was more important than any other and yet it continued to receive lower resources at all levels than secondary schools. "I do not understand that," he added.

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Subject experts will need more free time - HMI

An HMI vision of primary schools staffed by subject experts depends on teachers having free time to prepare lessons and to advise colleagues, plus more in-service training, said Mr Eric Bolton, Senior Chief HMI.

In a challenging speech to the National Union of Teachers' annual primary education conference, Mr Bolton stressed that he was fully aware that his ideas about subject "consultants" in the primary sector had resource implications.

"There is no way that the primary school can 'deliver' on its present average class-contact time," he said in answer to a question. "Non-contact time is needed. Time and INSET are not without cost. We shall go on saying that because it happens to be true."

Mr Bolton also implied that his plan could bring with it a justification for curriculum-led staffing at the primary level. "Surely there is more to a primary school than eight teachers for eight classes. It's certainly not worked out like that at secondary level."

Mr Bolton's speech, which was intensely argued and full of questions, proved to be provocative, but his final remarks on contact time, INSET and methods of staffing schools, all found a place in three key motions passed almost unanimously in the closing conference session.

The first motion, passed unanimously, said all primary teachers should have, as of right, non-contact time "in order to offer support to colleagues and develop the curriculum throughout our schools". Delegates reiterated the union's policy that teachers should spend at least one-fifth of school time away from class teaching.

The second motion said INSET should take place during the school day with adequate cover for classes and not at the financial expense of individual teachers. It should be a priority "where the headteacher and staff declare an imbalance in expertise and interests".

The third motion, passed with one or two dissensions, called on the NUT executive to collate information on current methods of staffing primary schools. In addition to a minimum class size, weighted factors should be considered, including the curriculum needs and development of a school, its special needs, the age of admission of pupils, mixed age classes, split sites, social priority status, parent liaison and number of children with English as a second language.

Earlier, in a discussion group, Mr John Morley, a deputy head from Scarborough and NUT representative on the North Yorkshire education committee, revealed that his local authority was developing a staffing model for primaries, including small rural primaries, based on a minimum class size plus 15 weighted factors.

Mr Bolton had urged primary teachers to recognize that Sir Keith Joseph, the Education Secretary, had launched a national debate about the aims and objectives of the 5-16 curriculum - in his "Sheffield" speech last January.

The Chief HMI was worried and saddened that, so far, primary teachers had been unforthcoming in trying to define the primary curriculum. Many teachers had reacted as if it was heresy to even talk about primary education in this way; it was even worse to be heard to question the relevance of full-time class-based teaching for the 9-13s.

And yet much of what teachers were doing could be described as "music", "maths" or "religious knowledge". And many thousands of teachers had experienced a feeling "internally" that if only they knew more about something they would be able to stretch pupils more. Small schools faced this dilemma all the time and many responded by using peripatetic specialists or by asking teachers with schools in their "cluster".

Sarah Bayliss reports from the National Union of Teachers' primary education conference, Stoke Rochford.

Mr Bolton warned that unless primary teachers tackled his question - "are we to talk about the primary curriculum?" - the issue would be decided by other people, by politicians, by parents, employers and the general public. Teachers must also see that in a battle for resources they would fare better "if it is what you are trying to achieve".

Over the past 10 years, and in a widespread ending of the INSET exam, there had been a trend towards broadening of the curriculum. In schools there had been a "deepening" of study which raised levels of achievement never seen before.

For example, Britain - hitherto "unmusical" - was now a leading competitor for places in European youth orchestras. Science was being taught before secondary school in the and, in maths, 14-year-olds were asked the kind of A level work that years ago would not have been believed.

At the same time there were difficulties in schools which could not match the breadth of study, except superficially, and the variation between schools was so wide as to be unacceptable.

Mr Bolton said he did not want to imply that there would be pressure on primaries to move over to subject-based curriculum. "And I hope the subject will remain a private matter for schools to decide what they will teach."

But in terms of national planning, it was essential to recognize the role of subject experts. At present there was too great a concentration of expertise in the arts and humanities at the expense of maths and science. Mr Bolton wanted teachers to make it explicit to parents whether or not content of the role of skills and knowledge. If they did not do this, they would remain baffled as to why their children studied apparently irrelevant topics such as the Post Office, Anglo Saxons, and dinosaurs.

Replying to Mr Bolton, Mr Peter Griffin, the NUT president and primary head, said it was not surprising that teachers were suspicious of subject-based curriculum. As an observer to thinking, especially when there was mention of extra resources. Many were tempted to "play it safe" and treated HMI advice like "music and stone". Given those circumstances, he thought subject-based curriculum might be returned to the schools of restricted subject-based curriculum which many staff could still cope with from the 11-plus days and beyond.



Off-beat politics from the new, urban Tory

Mike Durham talks to Les Lawrence (right), an unusual Conservative who is at the centre of a controversy over the role and independence of HMI



He is now a computer software adviser for an engineering company, and is working on his MA on "The effect of changes in local government financing on education over the last 10 years".

In civilian life, Mr Lawrence took his highly individual brand of Tory politics into public life in the West Midlands.

He was elected to Lichfield District Council, where he is reported to have bewildered colleagues by wearing long hair and sandals to council meetings and putting his feet on the table.

Despite these foibles, he was asked to attend the Conservatives' West Midlands education advisory committee, became its chairman in 1978 and a member of the central advisory committee (NACE). Within a year he was the national vice-chairman.

He now chairs a committee of 100-plus i.e.a. politicians and party activists from all over the country, which advises Sir Keith Joseph, the Education Secretary, and other leading politicians.

Mr Lawrence is no dyed-in-the-wool traditional Tory backwoodsmen. He favours comprehensive education and the populist approach. At the same time he has been described as "one of the new urban Tories - a hard man".

He is an individualist whose allegiance to Conservatism owes something to anarchist theory. "What it boils down to is that I don't believe very much in the concept of the state."

"When I joined them, the Conservatives were the only party which believed in decentralization. That is somewhat ironic now, of course, in view of the fact they are going for centralization like mad."

He describes his social philosophy as "Athenian". He said: "I don't believe humans were put on this earth to do mental and repetitive work. That's what we have to use technology for."

Although Mr Lawrence is officially said to be running the "survey" of Conservative views on HMI on his own initiative, there is very little doubt that he has the good of his party in mind.

He makes no bones about his own view that the Inspectorate, although necessary, is reporting education provision in a subjective manner, which is damaging Conservative interests.

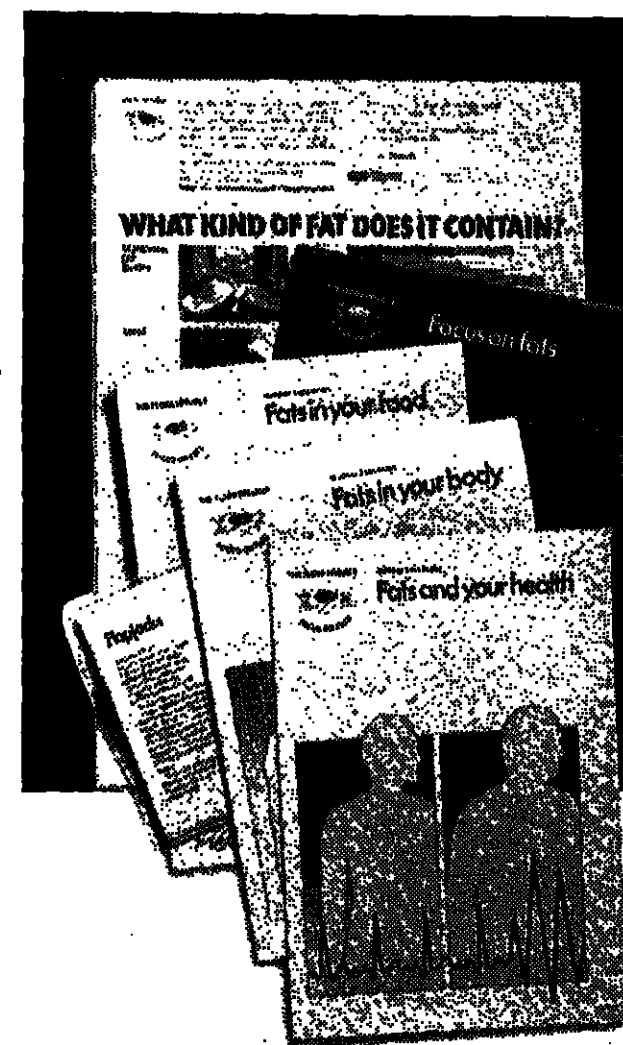
"HMI has a very important role as an independent body. But they do not make the distinctions between metropolitan authorities and shire counties."

"The two types of authority are very different and HMI would do themselves, and the country as a whole, a great service if they recognized that in their expenditure reports."

For all his mock-dismissive, head-tugging, feet-on-the-table attitude to party tradition, Mr Lawrence is certainly close in spirit to Conservative right-wingers and a confidant of Mr Dunn.

But there is still a hint of the off-beat adventurer about him, a man with the common touch - the only educationist to whom I have lent a taxi fare after an interview, so that he could keep his appointment with the junior minister.

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Poor English 'hampers industrial progress'

by Adriana Caudrey

Poor English is detrimental to British industry and can endanger employees, according to the Institute of Scientific and Technical Communicators, which cites the example of a machine operator who was killed because he could not understand the operating instructions.

The institute, which represents technical authors, has presented a dossier of such examples - and others where poor communication has delayed scientific advance - to Sir Keith Joseph, the Education Secretary.

Backed by other professional bodies, it has warned him that industry and commerce are being jeopardized

by the low standard of employees' written work.

Sir Keith has pledged support for plans by the institute to forge links between technical writers and English teachers, so that the latter can tailor their teaching to suit the requirements of industry, and has provided written assurance that the Government is giving high priority to improving standards of literacy in schools, and that English teaching is to receive special attention.

He has also asked for the ISTC's reaction to HM Inspectors' report, *English from 5 to 16*, which is known to have his approval. The document lays

great emphasis on learning grammar, and states the importance of "communicative skills".

Mr Mike Austin, of the ISTC, a writer on aircraft hydraulic test equipment, has welcomed the report. However, he would like to see the clarity of communication which it advocates, applied not only to English teaching, but extended to all subjects.

He argues that clarity of expression comes from an "attitude of mind", which can be brought to bear on any subject, however complex. It is up to schools, he says, to instil in their pupils the need for accuracy, and to warn them against ambiguities of speech.

English teachers should lay greater emphasis on factual, as against imaginative writing, he argues. But he adds: "I don't want to be labelled anti-poetry or Shakespeare, because then you are regarded as an outcast".

Mr Austin says that many companies have had to introduce remedial English teaching to compensate for their employees' bad grasp of writing skills. "Silly jargon" and abbreviations are predominant, he claims.

A recent survey, *Goals of Engineering Education*, found that engineers considered communication the single most important ability that their job demanded, with 66 per cent of those

questioned saying that 50 per cent of their time was spent on oral or written communications.

Despite that, 62 per cent of engineers and 67 per cent of colleagues believed that engineering was not a poetry or Shakespeare, because then you are regarded as an outcast.

The Association for Vocational Education, based at Sheffield Polytechnic, arguing that reforms are needed in the teaching of English. It says: "The major importance for the future of our complex intellectual, industrial and democratic structures".

Hargreaves in pre-voc attack on Sir Keith

by Mark Jackson

The man Sir Keith Joseph praised for his secondary reform proposals has attacked the Education Secretary's move to bring technical and vocational subjects back into schools.

Dr David Hargreaves, chief inspector of the Inner London Education Authority, headed a committee which recommended big changes in the teaching style and curriculum of London's schools to prepare pupils more effectively for adult life.

Earlier this year Sir Keith told MPs he would "risk his reputation" by recommending the authority for producing this new approach.

But last week Dr Hargreaves told employers and teachers at an Industrial Society conference in London that recommending more practical learning and a broadening of the curriculum to recognize non-academic achievement was not what he was advocating. The pre-vocational education, he said, was not participating

in the Government's Technical and Vocational Education Initiative and the committee believed that to introduce pre-vocational education before the age of 16 would mean some segregation of pupils in a way which was incompatible with the principle of comprehensive education.

"Most pupils over the age of 16 are getting some form of vocational education and that is quite early enough," said Dr Hargreaves.

There was a practical question that colleges were able to do it better than schools anyway. If some schools did vocational education while others did not, it would cause problems over college entry.

Dr Hargreaves said Sir Keith had caused confusion and anxiety among teachers by not spelling out what he meant by a better preparation for working life. Some teachers thought that it meant producing pupils who

would be docile workers and ready to behave like industrial robots.

That, he added, was not what employers wanted. They needed practical and reliable people who knew what working life was about and were able to develop the skills of responsible trade unionism "on which the future of our society depends".

A broad-based education with a general character was not only a better education than a narrow vocational curriculum, it was also a better preparation for working life.

A problem in getting the schools to broaden their curriculum to recognize the realities was that they were not getting any messages they could understand from employers.

Teachers and parents both tended to be conservative, and as long as they believed that employers were primarily interested in academic achievement the schools would go on concentrating on academic subjects.

Seven-point plan to improve YTS

by Diane Spencer

A seven-point plan to improve the Youth Training Scheme was outlined last week by Dr George Tooley, head of the Manpower Services Commission's Quality Section.

He told the Institute of Personnel Management conference in Harrogate that the YTS was working, but added: "We must not rest on the successes of the first year."

The scheme, he said, had laid the foundation for:

- a structured year of work experience and training for a substantial proportion of young people;
- work-based learning, providing a link between training and work which enhances the quality of work;
- a new decentralized mechanism for training through a network of managing agents working with the MSC;
- certification of performance and achievement; and
- an output of trained young people

with a combination of work experience and training that is transferable and marketable.

Dr Tooley also listed the improvements he wished to see:

- a clear statement of objectives so that the public can understand the aims of YTS and then measure its success;
- integration of on and off-the-job training;
- better support and guidance from the MSC for trainers;
- improvement of standards;
- clearer records or profiles of the performance of trainees;
- greater efforts to ensure that the YTS can be used as a basis for advancement to further education or training; and
- better follow-up by managing agents and MSC staff of YTS trainees to ensure that their schemes are responsive to needs.

New FE plans for 16-plus

by Susannah Kirkman

The Secondary Examinations Council is considering new ways of providing for further education and other external candidates in the new GCSE exam.

Launching the first annual report, Sir Wilfred Cockcroft, council chairman, said that special provision for external candidates would have to be written into the general subject criteria which the SEC is now revising.

Mr Donald Ramsden, an SEC member and secretary to the East Midlands Regional Examinations Board, suggested that exam boards might take on the tutorial role which colleges could not fill for part-time students.

The more than 50,000 external candidates will find it difficult to satisfy the practical components of the 16-plus. The new exam calls for continuous assessment of practical and oral skills, yet many students attend college for less than two hours a week.

GCSE courses in typewriting and office studies are also being considered by the council. To the dismay of commercial studies teachers, office skills were omitted from the list of national subject criteria.

The exam boards' Joint Council turned down the original proposals for an office studies course as too lightweight. Straight psycho-motor skills were an inadequate basis for a 16-plus exam, the Joint Council thought.

But Sir Wilfred has now said that subjects with limited grades could be allowed as part of GCSE. This would also give scope for some CSE Mode 3 subjects within the new system, although these would have to match up to national subject criteria.

Subjects left out of the national criteria are not proscribed. Exam boards are still free to submit new courses to the SEC for approval.



Gloucester Prison: a glowing report.

Pros and cons of the 170-pupil comprehensive

Inspectors have visited one of the smallest and oldest comprehensive schools in Britain.

Samuel King's school, Alston, Cumbria, opened in 1957 and has 170 pupils in the main school plus nine in the sixth form.

The report concludes that the balanced curriculum and impressive range of subjects is not without cost. "Although classes are relatively small, most teachers have heavy teaching timetables which tend to limit the amount of time available for them to reflect on the quality of their work."

The commitment of senior and other staff is noted, but the inspectors say the limited range of teaching styles generally adopted may reflect the restricted range of resources.

The overall quality of pupils' work is no more than adequate and the report says there is a need for pupils to become increasingly involved and responsible for their own learning, and for expectations to be raised.

But the school is small enough for all pupils to be well known by staff, and most are friendly and well-mannered, and achieve sound examination results.

Staff in another comprehensive school are also urged to raise pupils' expectations and give them more responsibility for their own work.

The report says that Market Weighton comprehensive school, Humberside, has many commendable aspects, not least the good relationship and pleasant atmosphere in most classrooms.

High standards are expected of pupils in the way they present themselves, and valuable features include links made with the community, work experience courses and charitable work.

But HMI staff at the 656-pupil school need their responsibilities clarified so that, for example, duties of heads of departments are interpreted consistently.

Rodborough school, Milford, Surrey, is having to contend with restrictions on the appointment of new staff as a result of falling rolls. Its difficulties are compounded by awkward distribution of the school buildings and the shortage of resources for reading in some areas, the inspectors found.

They pinpoint priorities for action, to include more coordinated planning and

within and across subject areas again - a conscious attempt to provide more opportunities to the average less able pupils to have more involvement in their own learning.

But the report congratulates the school on its well organized system of pastoral care, including career education, the strengths and commitment of individual members of staff, and achievements with those of above average ability and those in the remedial department.

Another school having problems with resources - particularly learning - is Exeter Road county primary, Exmouth, Devon.

Inspectors say that the layout of the school building makes "extremely difficult to establish a suitable primary curriculum".

However, the school is an established part of the community and support of parents, many of whom help on a voluntary basis, is commended. The inspectors say the school has a number of positive features which should enable the staff to build for the future.

Clapham Church of England primary school, North York, is praised for its broad, practically-based curriculum.

Although it is a small village school with 36 children, an effective leadership, common philosophy and approach inform the work of children in each age group, they say.

Particular emphasis is placed on children's social and personal education, and academic standards are high to be good in language, maths, art, craft, thematic work and music.

HMI reports

HMI reports are available from the Department of Education and Science, Publications Centre, Harewood Lane, More, Middlesex HA7 1XZ, available from 1.4.85.

O level workload too great

All pupils at the Royal Latin Grammar School, Buckingham, are expected to take nine O level subjects, which inspectors feel is too big a load for some.

In the past two years about a fifth of pupils have failed to get five O levels grades A to C - the qualifications for entry into the school's sixth form.

The inspectors were also concerned about the lack of balance possible through the subject options at 14: more than 40 per cent of pupils (who came to the school at the age of 12) took no music, art or craft after the first two years.

They also suggested that the school might extend its new, and limited, general studies programme to sixth-form, and introduce a coordinated programme for social and personal education, including careers work and health education, lower down the school.

The inspectors report that the school has begun to rethink its curriculum along the lines set down by local authority, and conclude that the main need is for subject departments to look more systematically at the way they make use of their time.

Engineering loses its macho image

by Adriana Caudrey

The Women Into Science and Engineering campaign has managed to get women engineers out of the stereotype of being heavy and dirty work, it was claimed last week.

This achievement was recognized by speakers at a London conference of the Women's Engineering Society, which was attended by 200 women engineers, scientists, and educationists.

But there were warnings that the progress must not be allowed to peter out if women are to increase their showing in traditionally male preserves.

The WISE is therefore urging the Equal Opportunities Commission and the Engineering Council to keep up the momentum of WISE 1984 well beyond the end of the year.

It is also calling on the DES to encourage more girls to study science to 16 years and over; to change the science curriculum to make it more attractive to girls' perceptions.

It later stronger links between schools and industry; and to help overcome sex differentiation in primary schools.

It also pressing the Confederation of British Industry and the Engineering Employers' Federation to: commit to employing women in technical, supervisory and management positions; and to encourage their careers in accordance with their abilities.

The Government is being urged to provide funding for women who have career breaks, to enable them to re-enter careers.

Currently, only 1 per cent of British professional engineers are women. Both in schools and industry there are barriers which discourage women from entering science and engineering, the conference heard.

Although there is no longer blatant discrimination, sex bias is rife.

Scientists and engineers are still portrayed as male stereotypes. School texts and employers' recruitment literature tend to use masculine examples and case studies.

Once they have entered the male preserve of the engineering industry women frequently face prejudice, sexual harassment, and fewer promotion prospects than their male counterparts, several speakers said.

The pressures attached to being the "token woman" sometimes force young female engineers to quit their jobs - and their employers assume this is for "family reasons".

Professor Daphne Jackson, president of the WISE and the first female physics professor in Britain, said that information technology firms were pushing for a 56 per cent increase in the number of science and technology graduates over the next five years.

Professor Jackson said that already the trend was for more girls to graduate in science subjects. In 1956 only 0.3 per cent of engineering graduates were women, whereas in 1982 it was 7 per cent. The proportion of women physics graduates doubled in three years from 6 to 12 per cent. Similarly, the percentage of A level passes in maths gained by girls went up from 11.3 per cent in 1956, to 25.8 per cent in 1982, and in physics from 11.9 to 19.2 per cent.

In urging more women to go into information technology, Professor Jackson said: "I see too many egotistical and immature young males attracted to the 'IT' of information technology, who can communicate only with their computers, and too few literate and numerate young people who can contribute to the IT."

Dr Ian Harding, of the Centre for Science and Maths Education, at Chelsea College, said that masculine influence dominated school science.

Her research indicates that it is the more mature girls who choose science subjects, and the less mature boys. She argues this is because girls choose science in order to "make a contribution to the world", whereas boys see it as a "reliable, unemotional subject". While 25 per cent of girls interviewed said they hoped their job would enable them to help others, only 4 per cent of boys made that their priority.

Dr Marilyn Davidson, research fellow at the Department of Management Sciences, University of Manchester Institute of Science and Technology, carried out an "equal opportunities audit" at BP - and as a result of recommendations BP changed recruitment literature, filling it with studies of female engineers, and they created a special workshop to encourage women into the company's and

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Proper ads at last

An international conference on the management of early childhood services was held in Bologna, northern Italy and focused attention on impressive facilities for local families. Sarah Bayliss reports.

Preschool paradise amid political paradox on the banks of the Po



There are no headteachers or matrons. "Assistants" receive equal wages.

Four out of five children in the Emilia-Romagna region of the Po Valley in northern Italy go to nursery school full-time.

These children, aged three to six, have one of the most generous systems of preschool education in Europe, and within Italy they are getting an exceptional deal.

Similarly, the provision for the 0 to 3s is three times the national average for Italy; one in five infants in Emilia-Romagna has a full-time place at an *asilo nido*—literally a protective nest—for this age group. By comparison, in Sicily, which northerners always quote as the most inefficient and corrupt of the 20 regions, there are said to be 700 children for every *asilo nido* place.

Local government finance is fiendishly complex but since 1971, when national legislation was passed, there has been a direction of national funds to the regions for building centres for 0-3s. Official figures show that while Emilia-Romagna has built 336, Sicily has built 40, even though Sicily received one-and-a-half times more money.

Emilia-Romagna's reputation and that of its capital, Bologna, for efficiency and for being consciously uncorrupt, is strongly associated with the Communist administrations which have had working majorities since the Second World War. The political stability of the place explains a lot, especially in a country which has come to expect a new national Government—often a coalition—with almost annual regularity.

The financial stability and wealth of the region is the other factor which foreign visitors have to understand. What baffles them most is that in Emilia-Romagna capitalists vote Communist.

The region has just played host to an international conference on preschool provision in cooperation with the

OECD—the Organization for Economic Cooperation and Development—and its Centre for Educational Research and Innovation. On the day before the conference ended the region's president, Signor Lanfranco Turci, called a special working lunch to try to unravel some of the knots which foreign delegates had got into.

Mr W Norton Grubb, a lecturer in education from the University of Texas, professed to be bewildered that capitalists had "settled" here. The president replied with a smile. "Our capitalists were born here. They are home-grown, DOC communists, like good wine."

Agriculturally, the region is the richest in Italy and farmers in the dairy industry were the founders of a cooperative movement which still represents hundreds of coops. During the war, resistance to the Fascists was strongest in Emilia-Romagna, and women played an important part.

Today the proportion of women working is higher than anywhere else in Italy—30.6 per cent compared with a national figure of 22.6 per cent, according to state figures. Local surveys suggest the proportion is closer to 40 per cent rising in some towns to 60 per cent.

Signor Renzo Imbeni, Bologna's mayor, said the development of infant services had arisen directly from the needs of women and demands of family life. There was a constant demand for women workers.

Signor Imbeni, a relaxed and witty man, explained that the region had more small to medium sized firms than any other. His home town of Modena is the richest in Italy, in terms of income per head. At the same time Modena city council has the biggest Communist majority in the region.

In Modena we visited *asilo nido* "Gambero", a full-time nursery for 60 children aged five months to three

years. Sandra Forghieri, the town's coordinator for under-sixes services, told us that while nursery schools were meeting the demand for 3 to 6s there was a waiting list of 150 babies. Her aim was to get rid of this waiting list and then concentrate on exploring "more flexible" services such as part-time places, family advice centres, mother and toddler centres.

Gambero opened only last month and was a former elementary school thoughtfully converted and sound-proofed for young children. Two others are about to open and several buildings are under way.

Sandra Forghieri described how a coordinating group, including academics and architects had worked on the design and analysed parents' responses to a questionnaire. The same group, which she works for, meets regularly and has particular responsibility for in-service training which is generally regarded as an urgent requirement for all staff working with the 0 to 6s. Staff work 36 hours a week, including three hours a week for training and meetings with parents.

They are paid 50 hours overtime a year to cover extra training and meetings. Parents are concerned in a management committee at every centre and 70 per cent are said to be involved.

This level of involvement by parents and staff, plus the work and membership of coordinating groups, were among the things which most impressed foreign delegates, including Barbara Tizard, director of the Thomas Coram Research Centre at London University. On the other hand staff/pupil ratios were thought to be poor by British standards.

In Bologna, the "Baraccano" nursery school, a former convent, catered for 75 3 to 6-year-olds in mixed age classes with six staff, plus one extra teacher for a handicapped child. By law, handicapped children in Italy are integrated into normal schools and in preschools they have the first call on places.

At Baraccano we learned that none of the preschools has headteachers or matrons. The coordinators—like Sandra Forghieri in Modena—may be responsible for up to a dozen preschools and seem to act like advisory heads. Much of the administration, including the assessment of family needs which operates by a points system, is done centrally rather than by individual schools.

All staff are known as "assistants" and receive more or less the same pay. Training begins at 14 when students, almost exclusively girls, opt for a senior high school which has a three-year vocational course on work with young children. Professor Piero Berto-

lini, lecturer in education at Bologna University, told the conference that nationally, the training of preschool staff was a scandal and he proposed a four-year course attached to universities to include teaching practice. A Bill proposing that all staff should be graduates has been held up in Parliament for several years.

It was admitted that the level of parental involvement in Bologna was below that in Modena or Reggio. Staff told us there was a parents' meeting once every month or two months and about one-third, mostly mothers, attended. They usually wanted to talk about their own children and this often happened when parents delivered or collected their children. Doors were open from 7.30am until 6pm but the main school day was from 9am to 4pm.

Parents are means-tested and most pay small fees for their children. Fees are lower for the 3 to 6s and cover 40 per cent of the cost of food and some materials, but not staffing. Fees are higher in the 0 to 3 centres and the Government has some say in what proportion parents should pay.

Asilo nido "Tilde Bolzani" was a purpose-built nursery for 51 0 to 3 year olds; all parents have been assessed as able to pay something towards costs. Fees range from £14 a month to £28 but the squeeze on public expenditure nationally means that the maximum is being raised to £43.40.

On to Reggio, which was said to have some of the best examples of "social management" of schools. We were greeted by Loris Malaguzzi, the coordinator for all under-sixes services. "We are convinced that a good feeling between parents, children and staff is the common denominator for a successful school," he said.

Signor Malaguzzi claimed to have applied an educational philosophy to the building of preschools over the past decade. In one centre for 0 to 3s he pointed to the kitchen at the centre of the building, and explained it should be the focus of life in children's homes. A large window let children watch adults at work.

Barbara Tizard, in her address, supported this kind of attitude and highlighted her own research which showed how much children learned from watching and taking part in adult work. "In my recent study of four-year-olds I showed how much a child can learn from such everyday household events as listening to her mother making a shopping list."

She recognized that nurseries needed to be safe environments but feared that they shut children away from the real world of going shopping, to the post office or doing the cooking. At the "Scuola Diana" in Reggio,

for children aged 3 to 6, Signor guzzi described his personal policy involving children, staff and parents in creative work. To that end, the nursery school has a special creative work and a kids in pottery. Reggio also employs a puppeteer, Mariano Dodi, from the family of puppeteers, who some of his time with parents doing performances for the children. He saw tiny pottery boxes made by children during evening sessions.

Signor Malaguzzi said 20 or so parents came regularly to see sessions from 9pm to midnight. The creative work in Reggio schools was of an impressive standard and much of it is now on show at an exhibition travelling to Sweden, Denmark, Spain, Norway and Washington.

Agnes Moro, daughter of the former Prime Minister, Indro Moro, works for a national organization in Rome campaigning for family rights. She told us that generally the provision for under-sixes in Emilia-Romagna was "better" with the rest of the country. Quality, resources, and standards were much higher and its fees were lower. Elsewhere fees were reaching levels that were comparable to "first school fees."

Agnes Moro was one of the Italian delegates who talked about the existence of self-help groups of parents with young children. She said of such groups in Rome and elsewhere: "People like to participate and see the results. Her parents had been worried by a speech by Ronald Davies, director of the World Children's Bureau, who had said there was the notion of "playgroup" and the fact that 34 per cent of four-year-olds in England are in playgroups.

Next year there are local elections in the regions and cities and preschool provision will be a major issue. Mariella Masciagna, a Bologna councillor, said that a quarter of the council were employed in the industry and added, "The opposition says we spend too much."

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Will the reforms in Grenada count for nothing if Eric Gairy (right) returns to power?

Putting back the clock?

Last Thursday saw the anniversary of the United States invasion of the tiny Caribbean island of Grenada, and next month—December 3—Grenadians will go to the polls to elect a successor to the ousted revolutionary government. Laurie Lesser, who recently spent several weeks in the country, considers the implications for the islanders' education.

One year after American Marines stormed ashore to sweep away the remains of Grenada's derailed revolution, along with its efforts to break with an outdated British colonial education system, the Caribbean island's authoritarian founding father, Sir Eric Gairy, stands a good chance of returning to power in December's general election—with potentially dire consequences for the country's schools.

During his 12-year rule, until he was overthrown in 1979 by the young revolutionaries led by Maurice Bishop, schools fell to pieces, teachers were almost entirely untrained, and Grenadians were excluded from the University of the West Indies because Sir Eric failed to pay Grenada's dues.

His feelings about schools and learning are ambiguous. He is fascinated by literary titles and degrees and says he is a "mind student". He decided Mr Bishop's New Jewel Movement as intellectuals "who come back from universities abroad clutching certificates in their hot and sweaty hands."

If the fiercely pro-American Gairy does not win, power will fall to the single conservative New National Party coalition which, despite having a respected educator, George Brizan, as one of its leaders, is unlikely to push much real change.

Meanwhile, a score of Peace Corps and VSO volunteers have replaced foreign teachers who left or were expelled after the invasion. Large numbers are proclaiming "Each one teach one" and "Every worker a teacher" have long given way to American military and other graffiti.

Educational reforms started during the Bishop years are in limbo, and the country's Revolutionary Government (PRG) are still officially being "reformed" for their political content. Cited by a vision of a "new and improved" PRG classroom lessons emphasized economic and cultural independence and solidarity with other revolutionary movements.

Leaving aside such things as "pro-warrior nationalism", the next step is to use the dark and the light of the sun to use local food, and

health lessons about breastfeeding which point out how transnational companies make millions of pounds selling powdered milk to the Third World.

Schoolbooks emphasized sharing and working together and portrayed natural, everyday situations, like men chatting and drinking beer. These books, showing daddy helping to feed the baby, and girls standing up to teasing boys are now deemed to "encourage promiscuity", according to one high-level Education Ministry official, for their failure to promote the "ideal family".

Under the PRG, agriculture and practical skills were included in the curriculum for the first time. Schools had hitherto taught that working the land was humiliating, and education meant rote learning.

The regime, insisting that children should not grow up thinking their natural way of speaking was "bad", acknowledged "Grenadian English" in schools for the first time.

The relative success of many of the PRG's programmes, which emphasized community spirit through "popular participation", owed much to keen young volunteers who worked long hours designing programmes such as the well-liked Centre for Popular Education (CPE), an adult education and literacy scheme which has been suspended but may be revived in a tamer form.

One former CPE coordinator shrugged when asked if she would work as hard under a new government, and said: "What for? The sense of commitment is gone." She added that former students had been asking when classes would resume.

Not all of the PRG's educational reforms were as well-received. Compulsory "workers' education" classes were criticized as boring, too ideological and too divorced from Grenadian reality.

"I would've like to learn more about my future as a worker in Grenada," said one woman, a Bishop supporter. "I don't care about that fellow Marx."

It is, nevertheless, ironic that four years of anti-American rhetoric ended with Grenadians thanking US soldiers for "rescuing" them.

A young village schoolteacher said he thought this reaction showed once again his people's deep-rooted colonial mentality of dependence on foreign help and short-sighted desire for instant results.

"We don't want Nescafé revolutionaries", Maurice Bishop once said, recognizing that social change does not happen overnight.

No longer the outcast of the region in the eyes of the US and its Caribbean neighbours, Grenada has the chance for a fresh start. How much the next government will seize this opportunity for new ideas and how many of the innovations of the Bishop years it will choose to remember, will depend largely on the "advice" it receives from Uncle Sam.

But will taking American dollars mean buying the whole cultural package, and a return to the darkness and paralysis of the Gairy years?

OVERSEAS

Demo over subsidy cuts

SPAIN

A demonstration through the streets of Madrid on Sunday is one of many activities planned in protest against the government's new legislation tightening up the way it subsidizes private schools.

The legislation, which deals with a wide range of other issues apart from private schooling, is the *Ley Organica de Derecho de Educacion*, or LODE, and was passed by Parliament in the last session.

It was then sent to the Constitutional Tribunal by the opposition coalition, Grupo Popular, on the grounds that it was unconstitutional. That is the last resort for opponents of any legislation, but the court is not quick to act: a result is expected by the end of the year.

In the meantime, the various interest groups in favour of private education have come together to fight a coordinated campaign this term, while the LODE is frozen.

Their strategies will include blocking the telephone lines to the Education Ministry, sit-ins, hunger strikes, demonstrations, school closures, refusing to pay that part of their tax which goes to education, and working

formally with the conservative political parties.

The four interest groups involved are CECE, the confederation of private schools, FERE, the federation of Church teachers, Concapa, the Catholic parents group, and FSIE, the federation of independent education unions.

This pressure grouping tried to get the Church involved but the bishops decided not to take part.

Forty per cent of pupils in primary and the lower levels of secondary education are in private education, which is effectively run by the Church.

The key to the private schools' dispute with LODE is over the financing of these schools. There are three grades of finance: the state subsidizes the school completely, or it simply pays staff salaries, or partly pays them.

A school that is completely financed will receive about two million pesetas (£9,500) for every class of 30 this year. The total subsidy paid for this school year will amount to 105,000 million pesetas.

In return, the state wants the schools to conform to certain standards of educational provision, hygiene and facilities, and to pay their staff the

agreed wage.

The state fixes the subsidy, and the private schools' pressure groups complain that it does not take sufficient account of inflation. They calculate that the schools are losing 500,000 pesetas a year for each class, and that some schools will have to close.

The requirement that the schools should return to the Treasury any money left over after salaries have been paid has also caused a storm. The secretary-general of the FERE, Father Santiago Martin, says that nuns and monks who teach cost the Treasury less, because they don't make such high pension and national insurance payments. So a school can save 20,000 pesetas a year on a teacher who is in orders.

Schools which do not conform to the Ministry's standards, or charge parents "one peseta more" than the agreed fee, will have their subsidy withdrawn.

Senor José Maravall, Education Minister, argues that the only way he can improve the quality of education is by controlling the subsidies more closely.

Sarah Jane Evans

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No reason why Muslims shouldn't have their own schools.

Sir - The recent discussion paper from the National Union of Teachers and the comments by the National Association of Head Teachers on the religious provisions of the 1944 Education Act (both reported in *The TES* of October 19) focus attention on some important anomalies. While we claim to be a multi-racial society Britain has a state religion which is granted special privileges in law. Of course there are historical reasons for this being so, but with only a minority of the population now being active members of the Church of England, its claims to special consideration have long lost any validity. Similarly, we have legislated against racial discrimination but religious discrimination is still widely practised in schools (as advertisements for appointments printed in this newspaper may show.)

I would be sorry to see the end of religious education in schools, but surely it should be even-handed, with all major faiths being treated equally. Old-fashioned, partisan religious instruction is thankfully on its way out but I doubt that it is yet dead. Legislation should ensure that such lessons are never used for preaching or evangelism. The religious assembly presents par-

ticular problems. Wherever different faiths are represented in sufficient numbers separate assemblies are feasible, although we may have doubts about the divisive nature of such a scheme. Where those in the minority are few, merely allowing them to sit outside the hall is most objectionable. This is saying in the clearest possible way that their beliefs are valued much less than those of the school establishment. The best compromise under present legislation may be to hold assembly before morning registration.

Dr BRIAN HELLIER
Sidcup
Kent

Not close enough

Sir - The feature article "Getting close" (*TES*, October 19) made some statements about John Scarr Primary School that are misleading.

The article was presented in a sensational way and misrepresented some of the facts that are relevant to the development of the school. I was portrayed as a bludgeoning crusader who virtually turned the school upside down and thus forced staff to leave in droves. The truth is that from my arrival at the school there was a dedicated group of teachers with a common philosophy to children's learning, with whom it was possible to work gradually towards a continuity

throughout the primary age range. This group grew over the first few years facilitated by staff turn over and in-service training.

The article states that 20 teachers left the school within my first six months; this is incorrect. There were only 14 staff at the school when I arrived, and, in fact, the turnover in that time was four. To say that 25 staff have left in the time I have been at the school is correct, but the article omitted to explain that six of these have been for promotion and 10 for confinement. Another five moved out of London.

The article omitted my comments on the teaching staff. The school is what it is because it has always had teachers of the highest quality, and possesses a

body of teachers who give totally unselfishly of their own time for the sake of the children.

Finally, the phrase "housework left" was used and I would like to make it clear that this was not my phrase and is not one that any of our staff would claim. The school is aiming to provide the sort of education described in the Hadow Report and augmented by Plowden. It is not revolutionary; it is good primary practice.

FRANK TARRANT
Headmaster
John Scarr Primary School
Cephiss Street
London E1

BBC LOGO

Sir - Regarding the highly one-sided account of our LOGO for the BBC microcomputer by Richard Noss in *The TES* of September 28 - we hope that the fuller review promised will address the points we make below factually and impartially.

The origin of LSL LOGO
LSL LOGO is the product of three years of work by Catech Ltd, the team responsible for the BBC LOGO feasibility study for the Department of Trade and Industry in 1982. It meets the requirements that were identified by that study (ie that it should be written in Assembler and fitted on to a single 16k chip); the specification is based on a detailed comparison and evaluation of all the (then) known full implementations of LOGO on micros.

The LSL screen editor
Mr Noss asserts that our LOGO "has the distinction of being the only version without a full screen editor". This is a highly misleading statement. LSL LOGO has been designed to make full use of the advanced features of the BBC micro and to be easy for new users, particularly school children, to learn. The LSL editor uses a set of single key commands and the BBC micro's copy, cursor and delete keys. So anyone familiar with the BBC micro can use it with the minimum of further training. There will be positive transfer from BASIC to LOGO (and vice versa when LOGO becomes the primary language). Tests by adult users have shown that it is as fast and as versatile as a word processing full screen editor but much easier to use. This will apply all the more to children. We will be glad to collaborate with any independent tests on new users, perhaps by the Microelectronics Education Programme, that will assess the merits of the different kinds of editor.

The syntax of LSL LOGO
Mr Noss asserts that the syntax of our LOGO "can only be described as Byzantine (sic)". In fact, the syntax of LSL LOGO has been constructed on classical lines; it is clean, clear-cut and, above all, consistent: there are no options and no exceptions. It has a unique feature not found on the earlier generation of LOGOs: commands entered on a single line must be separated by a comma. This makes LSL LOGO

look more like natural language; it makes it easier to debug a complicated line of commands as the line is easier to read and the error messages are more relevant. Again, we will be glad to assist any independent testing of rival syntaxes.

The LSL sprite board
Mr Noss asserts that our LOGO will not be able to support "sprites". The fact is that our sprite board is at the prototype stage. It is our policy not to offer products for sale until they are ready for sale; so we did not advertise our sprite board at the British LOGO Users Group conference. However, it was described both in our introductory booklet *Why LOGO?* and in our press release; both were sent to Mr Noss and to the *TES* resources editor. The LSL sprite board will allow the user to program up to 32 (yes 32) sprites.

LSL LOGO is fully described in our free booklet *Why LOGO?* available from the address below. Inspection copies have been supplied to the MEP regional centres. L.e.s. computer studies advisers may order a copy on one month's free trial from E.J. Arnold & Son, our distributors, or pick one up at the 2nd Schools Computer Fair (in London on November 6 and 7 and in Manchester on November 14 and 15). We hope that our friends and our critics (including Mr Noss) will join us there to celebrate the launch of the first "BBC LOGO" to be ready for sale for immediate delivery.

C SOURCE for LOGO
C SOURCE for LOGO Software Ltd
316a Richmond Road
Twickenham
Middlesex

As was stated at the end of Richard Noss's article, a fuller review of the BBC LOGOs will be written by him when all the versions are completed. We had hoped all the publishers would have their versions completed in time for the November 9 Computer Extra. Unfortunately, this is not the case, and the review will appear later. - Editor

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Course books

Sir - An immediate practical consequence of the listing of objectives for the English curriculum seems likely to be a rash of new course books. These will have titles such as: *English Matters, Elementary Series, 1 and 2; English Matters, Junior Series, 1-4; English Matters, Secondary Series, 1-3*; with a change of title for years 4 and 5 to *Assessment Matters in English, 4 and 5*. There will be work-books to go with the primary series and almost certainly related software (on such matters as the apostrophe and composing a business letter) for the whole range. *Assessment Matters in English 4 and 5* probably will be divided up into Harrow-style, half-term units. Long before the consultation period set down by the Secretary of State comes to an end in December, conscientious course-book writers and their publishers will have the first texts nearing completion.

The new series will set alongside

Bullock's view

Sir - Patrick Scott's article on *English from 5 to 16* links this document with Lord Bullock's Report (1975), saying "I would be useful to discover where language across the curriculum is, 10 years on."

In fact the Bullock Report - *A language for life* - seems in tune with the new document, particularly in re-emphasising basic knowledge - "functions and names of parts of speech... sentence, clause and phrase, punctuation... paragraphs... texts."

The Bullock Report calls for "identifying a set of correct forms" as a basis for analysis and synthesis (for example, symbols and their "codes"). Analysing words (signs) and their grammar or order (codes) may indirectly lead to improved writing skills, for example, but the real justification for looking at grammar is found by examining how language makes meaning.

The question of whether teaching grammar improves "English" or not rests on a view of language and its users which implies that words and texts convey meanings in isolation from the cultures and experiences of readers and writers. If English is an exploration of how individuals and languages interact to make meaning of the world then the question of whether or not teaching "grammar" improves instrumental skills is irrelevant. The terms of reference of the "debate" need outlining.

Mr Scott talks of "dramatic changes since 1975". The change I see is the risk that children are now left only to their own culture (with, at best, a very limited one), and this must be resisted by virtue of their experience, vocabulary and range of viewing and (especially) reading. Are we not expected to give them something more concrete to build on?

HUGH D. CROFTON
Woodhouse
Brockthorpe
Hull

Curious rigidity

Sir - Martin Booth's letter (*TES*, October 19) is an interesting example of the curious rigidity which accompanies a too great reliance on imperfectly understood grammatical "rules". As I assume the objection is that "for" as a conjunction, can only be used to join two clauses within the same sentence, the previous one, as it does in the example quoted from *English from 5 to 16*.

A very slight acquaintance with English literature will be sufficient to show that "for" introducing a sentence really expands upon or explains the previous sentence. It has a very respectable pedigree.

The use of the word also corresponds to the Latin *nam* or *enim*, and I accept that no one reads Cicero any more, and would indeed find it to translate him into modern idiomatic English is difficult. I have never heard it suggested that it is

older series of texts for which the publicity material will have been recast to demonstrate that these standard, money-spinners are also in line with current HMI views on grammar. They will be organized according to the HMI's list of objectives and, despite the HMI's pleas, will probably have exercises cross-referenced to specific objectives so that it can be shown that each one has been fully covered.

Such books - if they are indeed produced and purchased - will, in turn, generate a narrow, exercise-dominated curriculum which fails to recognize the many different ways and contexts in which language is put to use in human activities. Thus, a practice could gain hold which is a clear response to the listing of objectives but which has little if anything in common with the HMI's statements on aims and principles.

KEITH KIMBERLY
Lecturer in education
University of London Institute of Education

Media studies

Sir - Reports on the reaction to *English from 5 to 16*, appear in an issue of the *TES* which coincidentally contains several items on media and cultural studies (*TES*, October 12). What is strange is that discussion of the English paper ignores its own reference to media studies and highlights instead the controversy about bringing back "grammar".

In fact "grammar" and media studies can be related in an interesting way. Media studies is interested in how meanings about the world are made, and attempts to analyse signs (for example, symbols) and their "codes". Analysing words (signs) and their grammar or order (codes) may indirectly lead to improved writing skills, for example, but the real justification for looking at grammar is found by examining how language makes meaning.

The question of whether teaching grammar improves "English" or not rests on a view of language and its users which implies that words and texts convey meanings in isolation from the cultures and experiences of readers and writers. If English is an exploration of how individuals and languages interact to make meaning of the world then the question of whether or not teaching "grammar" improves instrumental skills is irrelevant. The terms of reference of the "debate" need outlining.

ADRIAN BAILEY
25 Lucerne Street
Alburgh
Liverpool 17



Cleero

impossible to translate him grammatically.

JEAN HILL
42 Sellincourt Road
London SW17

Idealistic aims

Sir - I enjoyed reading Patrick Scott's article in the HMI document, *English from 5 to 16*.

The criticisms of the long list of objectives lead on to the further point that the trivial and the complex are mixed together in this insensitive way, and the limited but useful concept of progress for mastery disappears completely.

It is useful to show a frustrated or bored pupil that he can progress; how can a teacher in the accepted way, put out a letter in the accepted way, and use a telephone directory, and document achievement with

LETTERS

What if English is a dogsbody subject for untrained staff?

Sir - Patrick Scott's expert analysis (*Platform, TES*, October 19) of the shortcomings of *English from 5 to 16* seems to reveal a situation of some confusion.

I am informed by those whose expertise is far greater than mine that this does not matter. The kind of skill needed to develop the use of language is a matter of commitment, experience, training, and confidence; if you possess these then lack of clear guidance from the top hardly matters.

But what comfort is there in all this for teachers such as myself? The result

of falling rolls, cuts, reorganization etc is that we find ourselves teaching subjects - in my case English - in which we are not qualified, for the main part of our timetables, in secondary schools.

In these circumstances, someone must try to take account, surely, of the fact that teachers are being used to plug holes in secondary timetables, and that as English is apparently - to quote a recent conversation with a senior education official - regarded as being a "dogsbody subject", the use of unqualified people such as myself does not give rise to concern.

What ought to give rise to concern is not just this contemptuous attitude, but the fact that unqualified people often lack commitment - particularly when the fact that they have been thus press-ganged indicates that they face an uncertain future.

When one obviously does not have the experience, and the amount of training offered is so minimal as to be scandalous, from where can one gain any confidence? Certainly not from HMI inspectors, it would seem.

Naturally, I welcome the formulation of views over the coming months by the National Association for the Teaching of English. But what some of us need is help now.

FRANK HARVEY
26 Watte Meads Close
Purton
Nr Swindon
Wiltshire

Regional accents

Sir - John Pye's argument (*TES*, Letters, October 19) involves two logical blunders.

First, from the fact that speakers with regional accents can understand radio and TV programmes in the standard accent (RP) the reverse does not follow - the assumption that RP speakers, or speakers with the accents of other regions, can easily understand the accent of (say) a Glaswegian. Since Mr Pye writes from Merseyside, he has plenty of opportunity to know this.

Second, there is an unwarranted assumption that speakers of non-standard accents all possess the same degree of non-standardness - that is, stand at the same distance from standard along the accent continuum. Under the influence of education, many people (including media performers) move closer to RP but retain some emblematic features of their regional accent.

Large numbers of others remain demonstrably closer to their original full-blooded regional accent, providing continuing opportunities among their listeners for incomprehension, distraction, and in some cases disparagement.

HMI inspectors' recommendations, are, in fact, eminently sensible.

JOHN HONEY
School of Education
Leicester Polytechnic

More comments on the HMI document, *English from 5 to 16* - Talkback, page 16

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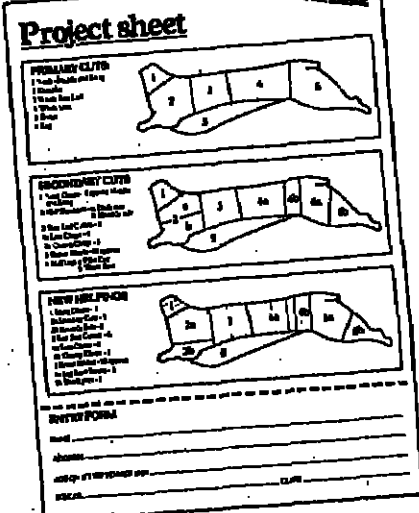
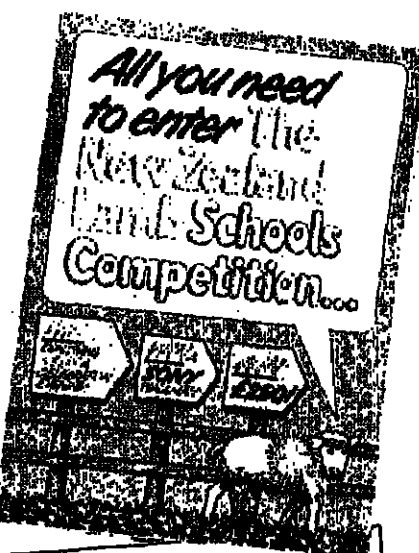
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The way you tell them

EDMOND L. WRIGHT

Sir - Those who appeal to "massive evidence" for the failure of the teaching of grammar to improve pupils' writing must accept the principles implied in that appeal, which are, of course, those of science. Science is forever adjusting its concepts in the light of new interpretations, and for conclusions reached years ago or more to remain uninterpreted, or at least unchallenged, would seem strange to a natural scientist.

Andrew Wilson in 1962 referred to a number of investigations which ostensibly sustained the claim, of which there were two that seemed of particular weight, those of Macaulay (BJEP 1947) and Robinson (Manchester M.Ed thesis, 1959).

Macaulay's method was merely to examine the knowledge of parts of speech in primary and secondary school children, which he had no difficulty in showing was poor. His conclusion was that the difficulty of grammar was such that it had better be either abandoned or "reserved at least for the best classes."

Another assessment, however, can easily be made of this evidence. To call the teaching of parts of speech *per se* "grammar" and particularly in the form of dusty Nesfield-type formulations is to load the evidence. The fact that the results were poor shows just as much the failure of the pedagogical methods being applied.

Perhaps if children in 1959 had been tested in the knowledge of mathematical sets that they had gained from their learning of traditional maths it might have been as safely concluded that the teaching of sets should be "reserved for the best classes."

As regards the parts of speech, one can say with perfect justification from the reading of these results that the teaching of grammar required a thorough overhaul, especially in the task of relating these essential features of the English language to the rhetorical process, to the enhancement both of that rhetoric and of a general knowledge of language.

Nora Robinson's thesis confined itself to demonstrating a lack of correlation between the teaching of formal grammar and the quality of composition work. What is interesting is that she admitted that in some schools there was a positive correlation for which she was unable to account. One does not have to be a natural scientist to allow for the conclusion, given such counter-examples, that it is just as possible that the teaching of grammar does enhance writing, all that was amiss was the teaching method. Robinson also only considered whether the teaching of grammar improved accuracy in usage: it is significant that she made no examination of effects upon syntactical skill. There are no measures in her work of the forms of the sentences actually being used by the children in the sample.

Fortunately the United States has not crippled its pedagogy with these fatally inadequate conceptions. The work of Christensen, Mellon, O'Hare, Morenburg, Chaika, and others has abundantly shown that practice with grammatical forms does have a beneficial effect upon the articulateness of students. In a controlled experiment at Miami University 150 freshmen taught using sentence-combining methods did significantly better than a control

group taught in a traditional manner (reading examples of good prose for critical analysis and creative writing practice).

A particular feature that should appeal to those concerned for the articulateness of working-class pupils is that it rapidly provides them with the syntactical confidence and subtlety that they lack. Its effect is the reverse of elidit. Other methods, by maintaining a mystifying silence about sentence structure, favour those who by virtue of their background already have some skill, enabling them to draw still further ahead.

It seems as if many of the detractors of grammar are the unwitting victims of a misdirected pedagogy, hamstringed by neo-romantic suspicions of rhetoric.

As a poet I still remember with pleasure and gratitude the grammar lessons given me by my own English teacher. If it is in fact the case that a new generation of English teachers has appeared without grammatical knowledge or even the knowledge of its relation to rhetoric, then, instead of bewailing the onset of decadence, it behoves Sir Keith to set in-service training in motion with Christensen, Morenburg, Tufte, Nash, Werlich, and Klarner *et al.* as required reading.

Edmond L. Wright is Head of English at Chipping Norton School, Oxfordshire

Which grammar?

BILL SHAW

HMI suggest that children learn how language works by studying grammar; they don't say which grammar. As far as I know there does not exist an adequate descriptive grammar of contemporary English, let alone a prescriptive one which would lead to the accuracy for which they yearn.

Perhaps they have in mind the intimate model popularized by Nesfield towards the end of the last century and accepted now by most linguists, surely, as a grammar that only fits where it touches. Indeed, if one develops the "ear" analogy loved by many back-to-basics advocates using this model, it is like running an Escort and having the manual for a Massey tractor.

Typical definitions from such a grammar might be: "a noun is the name of a person, place or thing"; "an adjective modifies a noun". An example of the latter is often that of colour - as in "a pink comb". But what happens to that word in "Pink is the colour of my true love's eyes"? "I'm in the pink", and, sliding into another category, "the engine began to pink".

"It" is usually classed as a preposition, but becomes a sort of adverb in "Look it up" - an idiomatic verb where the adverb does not answer the questions "how?", "why?", "where?", "when?". "Write it down", and "write it up" have the same structural ambiguity, but importantly, *mean* quite different things. A grammatical analysis of "I am eager to please" and "I am easy to please" would show "I" as subject in both. A paraphrase reveals that this is not the case in one: "It is easy to please me", but not "It is eager to please me". Such a grammar fits only where it touches.

The assumption that the idiosyncracies of English spelling and the niceties of punctuation can somehow be taught as something separate from the whole

TALKBACK

On the HMI discussion document

English from 5 to 16

process of language development in a child will delight the hearts of those teachers whose pupils meticulously underline adjectives in unrelated sentences; regularly undergo spelling tests and copy out definitions of a semi-colon, and whose work I occasionally come across in my job as a local authority inspector.

When questioned, these pupils cannot identify adjectives, spell "bicycle" or use a semi-colon any more or less successfully than those pupils who, in my opinion, have been engaged in more profitable forms of "English": reading widely and discussing frequently; looking at a whole variety of uses of language; writing for a number of different audiences and, above all, learning about relationships between language, thinking and feeling.

There is, though, a thought abroad that "grammar is good for you"; and the question is posed: "Can spelling save the world?" If we get those things right, hooligans will melt from city centres, football terraces become havens of conviviality, Britain will be back on the gold standard and we might win a Test match.

I am sure that Eric Bolton and his merry men and women don't believe that, but to take up the point made earlier, to put an emphasis on meaning rather than grammar, knowing that "for" is a preposition doesn't do much to help understand its force in the phrase "Minister for Jewish Affairs" if that applies to Nazi Germany. There is, perhaps, a more subtle use still in the phrase "Minister of State for Education".



Bill Shaw is General Inspector with responsibility for English and Drama in Northamptonshire

Missing targets

BARRY MOORHOUSE

The National Association of Advisers in English endorses much of the sections of *English from 5 to 16* which deal with principles and assessment, but one reads the objectives, which occupy the bulk of the document, with a sinking heart.

English advisers are not hostile to the concept of defined objectives in English. On the contrary, we believe that only if long-term aims are translated into shorter-term "targets of achievement" are those aims likely to be realized. However, we also believe that these targets cannot be set for whole populations of children in age groups but must always be seen as personal targets for individual children.

If the objectives set out in *English from 5 to 16* are accepted as targets of achievement for "most pupils at the ages of 7, 11 and 16" (what proportion is implied in "most"?), then large numbers of those pupils are destined to follow a curriculum quite inappropriate to their needs and will be offered only the opportunity to fail.

Even if the objectives were not tied to specific ages there would still be cause for concern. It is not possible to describe a worthwhile curriculum in English in the "bald statements" used in this part of the document. To do so presents a view of English with all the joy and humanity squeezed out of it; it becomes something narrow, mechanical and prescriptive. There is an over-emphasis on product at the expense of process.

The implication that all the listed objectives are of similar importance ("none has primary and none should be neglected in favour of any other") is puzzling. Is it being suggested that it is as important for 11-year-olds to "know the difference between vowels and consonants" as it is for them to "write clearly about personal experiences and the thoughts and feelings generated by them"? It is regrettable that the "objectives" section is unbalanced in this way and unbalances the whole document by distorting the perspective of the other sections. The lists of objectives do not even recognize all the activities of the English classroom, much less the balance among them.

There appear to be three important omissions from the discussion document. First the multicultural dimension of the English curriculum is ignored. There is a single reference to "Welsh children and those from ethnic minorities for whom English is not the language of the home". But these children are seen only in terms of their special needs; there is no acknowledgment of linguistic and cultural diversity as a source of enrichment.

Second, there is no mention of the learning opportunities offered by microcomputers; a great deal of work remains to be done in this field, but enough has already been done to convince even the Luddites among us that English teachers will ignore the computer at their peril.

Third, the infant and junior stages of education receive rather too little attention; why, for example, are there no language-learning objectives for seven-year-olds, who are learning about language at a greater rate than they will ever learn again?

The hope is expressed in the conclusion that *English from 5 to 16* "will at least provide a framework for general agreement... or an incentive to others to provide a better framework". The responses so far published promise little hope of agreement, especially on this view of objectives. However, the National Association of Advisers in English is willing to collaborate with other interested parties in efforts to "provide a better framework" and we look forward to discussions with our HMI colleagues.

Barry Moorhouse is Chairman of the National Association of Advisers in English.

The logic of language

WILLIAM MCLEOD

Unhappily for those who instinctively feel that some more formal study of language would be a healthy development, what HMI Inspectorate has to say about attention to structure is not just unhelpful, it is meaningless as far as I am concerned.

If "the analysis and classification of language" are ruled out, what "grammatical terminology" is to be learnt? Is the teacher expected to devise his own? What "structure of the language" is to be studied that is different from that formerly studied by "analysis and classification"? Alas, no answers are provided or even hinted at.

But this unresolved dilemma precisely highlights the practical classroom problem. If old-fashioned general and particular analysis and parsing are discredited, then equally the theories of modern linguistics are seen as irrelevant - almost a private game for the initiated. There is no comprehensive approach to the study of language that commands general acceptance. English grammar waits for the voice of its prophet to be heard in the land and to lead it forth from the wilderness.

Of course, I don't have a solution. But half a lifetime spent in editing the written word has convinced me of two things. First, it is not true that if people are posed to sufficient language well used they acquire by a sort of osmosis a degree of competence sufficient for their needs.

Some fortunate persons do, magically, develop, with no conscious effort on their part, a command of language that ranges from adequate to exceptional. Perhaps the fact that those professionally involved in language tend to come from this group explains the present widespread belief among linguists that "it should apply to everyone."

But it does not. Over the years too many scripts have passed my desk that needed substantial editing, even recasting, in order to make the writer's intentions clear. It is interesting that this gift of intuitive language acquisition does not correlate well with the degree of formal education.

The number of those people with little formal education who have an enviable ability to use language creatively, even creatively, has been and continues to be substantially equal, my linguistic delinquents all enjoyed a high - sometimes high - degree of formal education.

The second conviction is that a great many of the language deficiencies that have required editorial attention have lain on a common basis: an inability to perceive the connection between language and thought, how words can and should be used to correspond to and embody ideas.

There are two failures here - a failure to see how thought must be organized before it can be put effectively and economically into words; and a failure to remind people that Barnsley once won the FA Cup in 1912 to be exact. Jarrow was famous for its Crusade, the Venerable Bede, and Steve Cram, and they keep reminding you all the time.

On the wall of the Metro there is a relief of the Jarrow Crusade, unveiled earlier this year by Neil Kinloch. Outside the station Bede Taxis was offering a four-hour service. A driver stuck his head out of the office. "Steve doing a milk commercial with you, is he, Mr Bottomley? That's you're up here?" I must have looked puzzled.

"Steve, Steve Cram. Jarrow born and bred." The penny dropped, and I smiled. No, no, I was looking for the youth of the north-east.

"When you find the buggers," said the driver, "ask 'em for our two back." I do hope Bede Taxis is now providing a 24-hour service.

Mandy had a job at Geordiegirl, a fashion shop just around the corner from where we were sitting in the Bede Precinct, but she was out shopping with her mother, as she was on holiday. "You talk to her," insisted mum. "She'll tell you a thing or two." Mandy had got the job through the Hebburn Youth Training Scheme. "It's slave labour," interrupted mum. "She only gets £25 a week, other assistants get £70 to £80 a week. She does as much as they do." It was because she was on a scheme, said Mandy, and the others were not.

Mandy had been at a local comprehensive. "They didn't fit her for life", Mandy's mum informed me. Apparently Mandy's maths teacher had always been on about hedgehogs, and he was Mandy's tutor as well. Mandy said she'd hated him, but she did know rather a lot about hedgehogs.

Mandy had a boyfriend called Joe, who was 20, and on the dole. "He doesn't get up until after 12 o'clock," announced mum. "One thing", she went on, "a man with no money, you know where he is. Money goes to their heads." Mum was divorced.

Sixteen-year-old Christine was sitting on a wall which was chalked "Steve Cram rocks OK!" She said the Jarrow Community Centre was "a load of rubbish", because they had an 18-plus lower age limit on the disco. "I said surely she'd get in, she'd be 18. Christine said they can tell from your teeth card."

When I found the community centre it was closed. Peering through the door I could see a notice telling the unemployed that "Full price will be charged without a benefit card".

Christine, aged 18, and Julie, 20, were also sitting on the wall, and idly pulling leaves off trees planted by St John's Boys' Modern School in 1962. They were now out of work, but both had had a job when leaving school.

These had worked as a hairdresser in Hebburn getting £27.20 a week as it was a "proper job", not a scheme. It only lasted 12 months because she was not enough work, and it was a case of first job - she'd got it via the Youth Opportunities Programme - had lasted only six months before Joplands department store had closed. "It used to be there," she was pointing.

"That wine bar on this corner, that used to be 'The Grapes'. I couldn't help thinking it must have been a very small department store. They had both written hundreds of letters asking for jobs. Julie could remember that in the week after she left school she wrote 46 letters, from which she got 13 replies and one job offer."

Both of them were now living on £42.90 a week. It had been £49.10, but they now took what you if you were living at home. They paid £2 a week board to mum.

"Julie" was written on Julie's sweater. She'd bought the sweater with a "provi", a Provident, that a neighbour had got for her, because she wouldn't allow one in the house - he

FEATURES

Still waiting for the boat to come in



As thousands more shipbuilding redundancies are announced on Tyneside, Brian Glover concludes his

series on the youth of the North-east by talking to the jobsless in Jarrow and South Shields

IT'S a fair bet that when a town has to keep reminding you of the things for which it is famous, it is in a bad way. I'm always having to remind people that Barnsley once won the FA Cup in 1912 to be exact. Jarrow was famous for its Crusade, the Venerable Bede, and Steve Cram, and they keep reminding you all the time. On the wall of the Metro there is a relief of the Jarrow Crusade, unveiled earlier this year by Neil Kinloch. Outside the station Bede Taxis was offering a four-hour service. A driver stuck his head out of the office. "Steve doing a milk commercial with you, is he, Mr Bottomley? That's you're up here?" I must have looked puzzled.

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didn't believe in debt.

Suddenly she exploded. "Look, I'm a woman, I'm 20. I need new clothes. I'm desperate for new clothes. I need a place of my own as well, and I don't care if I have to fall pregnant to get one. I went out last night to Wheeler's Night Club in Newcastle. Did it proper. I had prawn cocktail. And 13 periods. Somebody else paid. My uncle. I want to live in bloody Hawaii." I was sorry if I'd upset her, come on, what did she expect? "Relax," I said. "I'm sick of relaxing." Teresa added: "I don't know who you're writing this down for, but you can tell 'em we feel very low down."

On my way back to the Metro I passed the Old Town Hall, on the wall of which is a plaque erected to the Jarrow Crusade of October 5, 1936. At the bottom of the plaque it reads: "These people brought to a nation's distress, courage, honour, and dignity." Tell that, I thought, to Julie and Teresa.

Stuck in a window above the plaque was a faded leaflet entitled *Job Search 84* with a photograph of Pam Ayres, and a letter from her appealing for jobs. The last line of the leaflet was "Ring Your Careers Office Now!" and below that a space had been left where the number you were supposed to ring had to be inserted. This number had faded away in the sun. The Town Hall clock was also stopped.

Back in Newcastle I was accosted by three youths who wanted to know what Mr Bottomley was doing up here? I told them, and they said: "You must go to South Shields. God's Little Acre, man. We'll take you".

Robert was 24, and had been seven years a diver in the North Sea oilfields. He'd taken his brother Sean, and his brother's pal, Steven, to Newcastle to try to get them a DTI, a discharge book that allows you to go away to sea. But he had failed - beaten by the red tape, he said.

Neither of the two younger lads was working, although Steven had worked for six months painting a mural, for which he had been paid £25 a

week. Robert said that had they managed to get a DTI they could be earning £50 a day, splicing wire in the North Sea oilfields.

Later that afternoon I was to see Steven's mural, the work of the South Tyneside Youth Enterprise 1980-82. One small section was of a colliery, and on the pit notice board you could read: "This colliery is now managed by the NCB on behalf of the people." And here we were in the midst of the longest ever miners' strike. I told Steven it was wonderful, and I meant it. He was standing alongside me gazing at it, then he said: "I was happy, because I knew it wasn't anything crap I was doing, and I knew it would be there forever."

All three of them had had brushes with the law. Steven said he had done nothing when he got into trouble, to which the policeman had replied: "I'll have to think of something then." He did, and Steven was fined £5 with £5 costs for dropping litter. Steven also told how he had been locked up for three hours for asking a WPC for a date, and when they did let him out, she wouldn't even kiss him goodbye.

Our first stop was a terrace house filled with the kind of stuff to put a gleam in an auctioneer's eye - Fagin's den, circa 1982. In the sitting room, surrounded by grandfather clocks, and sitting around the longest coffee table I have ever seen, some of the youth and young manhood of the town were smoking the longest joint I had ever seen. At the head of the coffee table was perched a Staffordshire bull terrier.

Apparently the dog belonged to the owner of the house, but he wasn't in, and since dogs invariably resemble their owners, I was glad he was out.

We stayed just long enough for me to be told that "work is a four letter word"; one of them was 31, and the last job he'd had was as a paper boy; "You cannot emigrate if you've got a record"; hash costs £60 and ounce, and you can blow that in a weekend; and that there was a two-year

waiting list to get in the Army if you came from Shields.

The next stop was another house, this time on the Woodbine Estate. It belonged to yet another brother.

I wondered how it was that single, out-of-work, young men had council houses? "You can get a house if you want one. The dole pays your rent. And he's not out of work, he's a bouncer." Fortunately he was also out.

Again they were soon smoking dope, this time through a Coke can, which I thought was at least appropriate. The can was bent, holes were pierced in the indentation, the dope placed on the holes, lit with a match and the smoke then sucked out through the hole where the tab had been.

By now quite a group had gathered to meet Mr Bottomley, or was it to await their turn with the Coke can? Tina said that at school "No hopes got no attention". She complained also of having "a woodwork teacher for religious education". Another Stephen said: "Glue-sniffing passes the time away, and you see Martians". I was told I could also add Superman to my list of the things printed on acid tablets.

I learnt of two other places to find magic mushrooms, a couple of fields near Hebburn Coke Works, and fields around Hebburn Tech. You put magic mushrooms under the grill, powder them, then put the powder into Aspro capsules. Tina also said of South Shields: "There's nothing here, but there's everything".

Eventually the can reached me - I procrastinated. "What's the matter? Paul and Linda, the best musician writers in the world, take hash all the time." Not me, I'd rather drink. And fall about? Spew up? Fight? "With drugs, there's no hangovers, no fights, you're just happy."

Just then the bouncer brother walked in. He'd been up to the hospital to have his thumb dressed, somebody had nearly bitten it off the previous night at the club. For my part, I made a brave attempt at explaining what I was doing there, sitting on his settee with a smoking can of Coke in my fist.

All fights are through booze," he confirmed. I offered him the Coke can. He took it. "And don't paint the North-east too black," I said. I wouldn't.

On my first night in the North-east I had been told: "The Tuxedo Princess, it's where people you'd like to be like go". Apparently a guy called Michael Quadri had kissed some old frog of a minisweeper, and it changed overnight into a princess of a nightclub floating on the Tyne.

I've always wondered what I'd like to be like, so I went, and anyway it was my last night. I stood on the upper deck, Newcastle twinkling above me, downstream was Dunston, then Jarrow, then South Shields, and out on the open sea Whitley Bay; and that toad, depression, was squatting on them all. Kiss it quick, Mrs Thatcher, there's a prince inside.

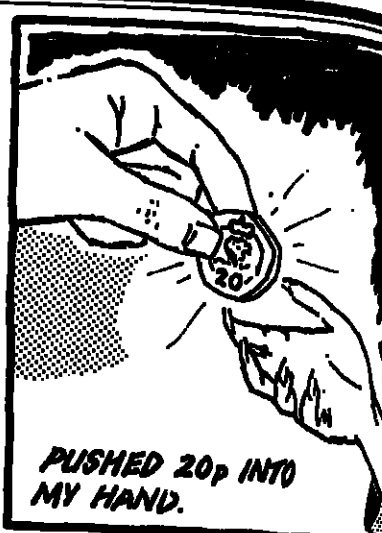
Steven's mural: "I knew it would be there forever."



WASH THE SLEEP OUT.

HAIR!

A fifth former's view of work experience.
Extracts from a diary kept last winter by Karen Blakey, when she was a pupil at Biddick School, Washington, Tyne and Wear. She is now on a two-year, full-time course in hairdressing and beauty at Newcastle College of Arts and Technology.



PUSHED 20p INTO MY HAND.

Day one: 6.30am. Had a shower to wash the sleep out of my system. I was working in a hairdressing salon so the least I could do was wash my hair. I was very much looking forward to it. I felt nervous though. I imagined walking in the room and everyone looking but nobody speaking. Then everyone bursting out into fits of laughter at my atrocious yellow apron with green spots. It was the only thing I could get my hands on.

The bus made its way slowly to Sunderland. We arrived there just after 9.00am. I was late. My first morning. What was Mrs Sinclair going to think. I explained about how the roads were bad, and she was OK and quick to show me where to take off my wet things. I entered the staffroom expecting the chatter to stop and everyone to stare, but the voices went on and no one stared.

Mrs Sinclair shows us where everything was. All I could think of was the embarrassment if I did do something wrong. I was bound to forget some of the many things she was telling us. Everyone seemed happy and friendly towards each other. I felt so out of place, like an immature kid. Coming in from school to this place, I would be doing basically the same kind of work as they were doing, only I wouldn't get paid for it. This was going to be a great experience for me though. Something that was going to tell me what I was going to do when I left school.

The girl that was to show me the ropes was a junior called Danielle. I watched her as she cleaned the rollers with another girl, Katrina (I liked her hair). They weren't watching what they were doing. It was habit. They knew exactly what to do. The drier and the washing machine were both humming behind me. Girls were in and out like robotic yo-yos.

The shop was empty. There was only one client in. She was getting a perm. I went over to watch.

Mrs Sinclair saw me watching and asked if I would like to hand the cement papers and curlers to Alwin, the girl who was doing the perm. I was pleased to and quickly picked up a curler and cement paper. Alwin speedily snatched them out of my hand. She talked all the time to the client asking her things about her family, her plans for holidays, just little things. She must have really made her feel like royalty.

When she had put the plastic bag over the curlers, I took the perm tray away and placed the curlers in their correct boxes, threw out the cotton wool and washed the rest of the dirty things.

My coffee break was for 15 minutes, but after 10 minutes I was cleaning up hair with a brush from underneath a chair; I just wanted to be busy all the time. I scraped through my ideas to find something else to do. I ended up washing some cups out then folding more towels.

I spent most of the afternoon washing the used basins, folding towels and looking at the drifting snow out of the window. Talking to the customers was hard. I was very nervous but forced words out like "Would you like a cup of coffee?" or, "Would you like a magazine?" It was great. I was thoroughly enjoying myself, even though I wasn't doing much. All the time I was watching, listening, and learning.

Many people had commented on my hair. They seemed to like it. I hope they liked me.

Mrs Sinclair said it would be fine if I went early because of the low business. My first day was finished. It had been great. Wonderful. The staff were "canny", the clients were interesting.

I was going to really enjoy this week. My feet were sore, I had hardly sat down all day... but I was looking forward to tomorrow.

Day Two: The morning was boring. All the towels were washed, dried, folded and put back on the shelves above the sinks, all the basins and measuring boxes were washed and as usual the work area was spotless.

A woman was in the shop getting a perm. I hurried over as the hairdresser began to perm the shampooed hair. Passing the rollers and papers I felt more useful.

The woman smiled and commented on how enthusiastic I looked, how patient I looked with such a boring job. But I wasn't bored. I knew I would be if I had to do it all the time, but it was better than just watching, and more professional than folding the towels.

The afternoon was much better. There were plenty of dishes, a bin full of dirty washing, and dried, wrinkled towels ready for folding.

Brushing the floor, I noticed the woman from the morning. The hairdresser was drying her curly hair. I returned the brush to its box and went to watch her technique. This was the first client that I had really talked to without that uncomfortable feeling in the pit of my stomach. I laughed as she admired her hair in the mirror. She was really pleased. I told her it was lovely, which wasn't a lie.

When the hairdresser went to the cash desk to work out the bill the old lady took out her purse and pushed 20 pence into my hand. I could feel my cheeks burning with embarrassment but as I thanked her I felt so proud.

At 4.50pm I finished: the end of my second day. It was going so fast. I wished in a way I could leave school and just stay there. Forget my exams. But that was just fantasy.

Day Three: The bus was late and I arrived in the salon for 9.15am. Nobody said anything though. They joked on as I took off my ugly wellies and black leg warmers and I laughed, glad to be noticed.

Margaret asked me to take a woman out from under the hair drier and release her from the curlers that were embedded in her head. She was old and grey, but she had a nice happy face formed by wrinkles. I jumped at the chance.

Taking the net from off the curlers was embarrassing. It kept catching on the clips. My heart started thumping harder as I felt the rollers pulling, but it came off and I immediately began unrolling the rollers. I couldn't help smiling to myself. I felt I was doing something that was more like the hairdressing profession. Instead of just passing curlers or watching, I was in contact with the client. I was part of a hair-do.

I was told that I was going to be "promoted" to

hair washing. My first client was again grey haired, with green eyeshadow.

I took her to the sink area, asked her to sit down, and put a towel round her shoulders. The water was set to the right temperature and I began to soak the hair with the adjustable shower. The hose disappeared down a small hole beside the tap and appeared again with a tug. Tugging too hard sent a stream of water running down the woman's face. Disaster had struck. My cheeks burned as I said "Sorry". She just laughed.

In the afternoon I washed five more clients' hair and even combed one woman's through. I was beginning to feel like a real hairdresser. I was getting faster at everything by the end of the day. Uncurling, washing hair, washing dishes, folding towels, unloading and loading the washing machine and drier. I was getting more confident. Therefore I was getting bored with it. I didn't want to do anything hard, like perming and cutting. I just wanted to get more involved.

This week was definitely showing just how much I wanted to be a hairdresser. I had doubted it before. Just thought it might be wanting to do it because it seemed nice working with all those colours and making people happy with successful hair cuts. But this showed me that the beginning and even the end wasn't as glamorous as it looked, and I was still interested. I had found my future profession.

Day Four: By 11 o'clock I was bored, with an aching head through lack of sleep. There was nothing to do.

Alwin asked me, as I strutted slowly up and down the shop floor, to wash her client's hair. When that was done, though, it was back to the kitchen and on with filling the washer and emptying the drier: boring. I couldn't blame it on the girls. It was just that there wasn't much business.

Even though I was bored I still wanted so much to have a job there and be able to wear one of the orange overalls (even though they weren't really to my liking).

I passed the curlers to Pam as she was "winding a perm". How skilfully she worked with her hands. I wished I was in her place. What I would give if Mrs Sinclair asked me to stay on. I wondered if she had noticed how hard and dedicated I was working.

At 12.45pm I was back washing neutralizing hair. She had her eyes closed as the hot air blew over her face. Judith called me over.

"Would you let me cut your hair?" she said still making circular rotations with the brush through the thick grey hair. I was shocked. Feeling myself going red I smiled to hide the embarrassment. David had told me not to let anyone cut my hair. He was my usual hairdresser and I didn't want to upset him. I was in an awkward position. She could see how I felt.

"I wouldn't change the style or anything, make it better here and there." She paused. "17".

Well, there was no real harm was there agreed. It would get me to know Judith anyway; I hadn't really talked to her.

At last 4.45 came, and sure enough I was in a chair putting a brush through my once lacquered hair. I felt embarrassed, and the staff gathered round and looked at the way hair was cut. They laughed and joked on while calling me "madam" and things like that. It was great. If only I had a week left, instead of 10.

Judith came and showed them the mistakes David had made. I felt as if I was a fool, even though it wasn't. I listened to what she was saying, though, because she was a sense.

She was really enjoying snipping away at my hair. She changed it a bit, but I must admit, for the better. I could go on for ages about feelings and thoughts. I was really happy. I was absolutely wonderful. They were really nice and giving me a chance to answer back.

Day Five: I got on with work straight away. It was my last day and I was going to make sure I didn't waste a moment by dawdling around.

I felt sad as the day went on. I was talking to staff much more and knew it was all going to end. Back to school on Monday. Oh, how I wished I could work here. It would be great to go to Saturday job but plucking up the courage to Mrs Sinclair was the problem.

When I got back after dinner it was busy. The sink was full of dishes from both the salon and staff's dinners and we were running low on towels.

We had to put the towels straight into the bin without washing them first. It took about 10 minutes to clear the sink. I did it all by myself.

I didn't stop after that. Even Mrs Sinclair was sweeping the floor. I went to the shop floor. Coffee, passed curlers, swept the floor, folded the towels, washed the dishes, made perm trays, made coffee for clients and washed the techniques the hairdressers used that afternoon. A really fast moving afternoon.

I was thinking of my small talk with Mrs Sinclair.

She was working through some papers in her small office. I took a deep breath and popped my head round the corner.

"Mrs Sinclair", I started. "Do you think there's any chance of a Saturday job here?" I could feel myself (as usual) going red with embarrassment.

"Well Karen" she said "I'd love to keep you because I've been really pleased with the way you've worked. You've worked really hard, but you've already got two girls when we should really only have one, but as soon as there is a vacancy let you know." I was filled with hope and longing.

At five o'clock Mrs Sinclair told me I could go. I could have polished the benches away if I needed prolonging my stay.

I felt sad but happy. I had made lots of friends and I was a bit more sure of my future. As I walked out Mrs Sinclair said she hoped to see me again. Little did she know how much I was happy for the same thing.



Meeting people helped me learn to respect them.

A spoonful of sugar

Compulsory leisure activities and community work give exam classes a new dimension, Huw Richards finds

This afternoon we've groups doing photography, community work, canoeing, rock-climbing, horse-riding, painting and decorating, tennis, golf, computers and badminton." John Baird, deputy head of Hope High, an 850-pupil comprehensive in Salford, outlines some of the activities available under the school's "elective" scheme.

The idea is to keep fourth and fifth-year pupils interested in school at a time when many opt out, finding classroom meaningless and irrelevant.

John Baird says: "We're trying to develop their character and involvement at home, in school and in the community. There are a lot of things this can do, that conventional classroom education can't achieve."

The 180 fourth-years who took part in last year's pioneer scheme one afternoon a week were offered a range of 30 sporting activities, more than 20 other leisure pursuits, and community work. With the year divided into six blocks of six weeks, each pupil had to take one compulsory spell of community work, at least one non-sporting activity and a minimum of three sports.

Reactions have been almost universally favourable. The most telling response came from the fifth form, a year too old to take part: "They were bitterly resentful, they felt deprived and thwarted," says headteacher Valerie Ivison.

All pupils are intended to benefit - as Hope High staff point out, the academically successful are just as much in need of a broad outlook, experience and interests - but it was particularly helpful to the less able and the non-attenders.

Barbara Knowles, who ran a painting and decorating course, found less able pupils benefited a great deal: "They don't feel excluded or inferior as they might in the classroom. Here they are on an equal footing with everybody", she says.

Michael, an articulate 15-year-old with a record of truancy and disruption, says: "It's given me something to come in for. I enjoy some lessons. I'm really an outdoor person. I'm more interested in what's happening now than what happened years ago."

"I've enjoyed all the things I've done. Rock-climbing was excellent. I wouldn't have done it if we hadn't had the chance here, but I've been out climbing a few times since. If I don't get a job when I leave school I'll have a hobby to occupy my time."

I got on better with teachers now. I'm a lot closer to my form teacher who taught rock-climbing."

He also particularly enjoyed the community work. This has clearly been a great success, although most pupils will admit to initial trepidation.

Another of last year's "pioneers", Philip Walcott, says: "I wasn't looking forward to it but I really enjoyed it: a lot. Meeting older people helped me learn to respect them more."

Community work has been organized by Ken Baird, the head of art. He points to the increased awareness the course has produced in many pupils: "After a couple of weeks some will come to me and say 'They're in a terrible state, aren't they?' and I'll say 'Yes, that's why I'm sending you there. You may be the only contact they've got with the outside world and even if you're not doing much, watching television with

them you're helping a lot just by being there."

Some are obviously doing a great deal more than that: "I had one lad come in and say 'Have we got any white emulsion?' I asked why and he said his old lady had a dirty wall which he wanted to paint." The paint was found and the job done. Other pupils devised a mobile library for the hospital they were working in.

Staff are aware of the risks of having 30 pupils at a time on community work: "Obviously they can't be supervised all the time by one member of staff. There's got to be trust and we're aware this is open to abuse. But you've got to allow them to work unsupervised, it's all part of growing up and developing maturity", says John Baird.

The academically successful are just as much in need of a broad outlook

Several pupils have asked for a second go at community work. Ken Maguire points out that this work is an opportunity for pupils interested in caring careers: "I tell them that if this is what they're interested in doing they should ask people they're working with how you get started. They're in on the ground floor."

But there's more to electives than finding a career. Options such as painting and decorating and the pre-driving course, in which pupils are taught how a car works and get some driving instruction, provide useful practical skills.

There's also great stress on using leisure time constructively. Introducing pupils to a range of sporting activities has opened up new interests for many. "I play in a group, so the sound recording course will come in useful for that. I went fishing with some friends the other week, and I'd like to be in on the ground floor."

Reaction from parents has also been positive. John Baird had two calls from parents concerned that electives might affect academic work, but once he explained that the basic curriculum of eight exam options was unchanged there were no further worries. Sumaira Aluwalla, who plans to continue to A level and college, finds that: "It helps with exam subjects. You get bored with them and this gives you a break."

Parents and the community have played an important part in providing the extra resources needed for the courses. John Baird found, "as soon as people find out what we are doing, they want to help". A newspaper appeal for cars for the pre-driving course produced no fewer than four vehicles. A local angling club helped with the fishing option and motorcycling schools and the police with pre-driving.

Little capitulation money has been available for electives, which meant nominal fees had to be charged for a few options. John Baird is not aware of anyone having been denied the chance to do something they wanted, but admits poorer pupils may have been choosing the totally free courses.

This term fourth and fifth years will be taking electives on two afternoons a week in mixed-age groups. A new Industry and Work course will also be introduced for all fifth formers, including work experience and advice on starting and running their own businesses. The expansion will mean four times the effort and complications there have been this year, but the view at Hope High is clearly that it's well worth it.

On the record

Peter Brown welcomes open references for PGCE students

One of the consequences of cutbacks in education is that Post Graduate Certificate of Education students are now having to apply for more posts and attend more interviews before finding a post than they did a few years ago.

One of the dangers of this is that students will begin to question the quality of their references and, inevitably, the relationship with the tutor will become strained.

There is, to my mind, a refreshing openness coming into the profession. Profile reports are replacing confidential reports on pupils, pupils are becoming involved in the production of their own personal achievement records, some local education authorities are opening up files to inspection by parents, and some headteachers are discussing references with staff as part of a wider policy of staff development. It seemed appropriate, therefore, to extend this openness to student references, especially since some teaching practice schools already discuss reports with students.

During this last session, all the reports to schools on eight graduate chemistry students were open. Each report was compiled on the basis of written reports and verbal comments of school co-tutors, the personal knowledge of the university tutor, and, after careful evaluation, with the students, of the periods of school experience and teaching practice.

Students did not have a right of veto, but were given an opportunity to discuss privately with the tutor entries with which they were unhappy; in fact this did not happen. Each report was fuller and, in my view, much more valid and reliable than a confidential reference would have been, and this was explained to headteachers in a covering letter.

So that the experiment could be evaluated, and because I was concerned that students' chances of appointment should not be impaired, a short questionnaire was sent with each report, together with copies of short published descriptions of one or two course components.

The response from schools was disappointing. Only 11 replies were received from about 30 schools - five in favour, three against and three neutral. It is interesting that the headteacher who was most critical did appoint the student involved. Most respondents stressed the importance of the interview; in one case it was considered to be the only useful evidence, and in another the student lost the job because of a poor interview.

Those against the idea suspected the validity of open reports; one headteacher had already had one bad experience, while another was happy with the report he had received but wondered whether, had the student been poor, it would have been as honest. The headteachers in favour were already involved in some way with open reports - whether it be pupil profiles or discussions of references with their own staff - but pointed out the importance of total frankness.

One headteacher complained that the report was not judgmental and did not enable him to make comparisons with other applicants. True, judgments were largely omitted, although each report contained a clear statement at the end which indicated the strength of the candidate's recommendation. Furthermore, given that the requirements of schools are different, how does a referee enable comparisons to be made? Should a tutor make comparisons even of students who apply for the same job?

Is it not preferable to provide all the evidence at one's disposal and leave the judgments to individual headteachers who will know what the job requires and who also have the evidence of the interview? I would welcome the views of headteachers. The happy ending is that, with the exception of one student who was seeking a post in a particular city, they all found jobs before the end of the summer term.

Peter Brown is a lecturer in education at the University of Newcastle school of education.



'SORRY' AS I SPLASHED HER.



BRUSHED MY LAQUERED HAIR.



POPPED MY HEAD ROUND THE DOOR.

UPPER 1-50

Review

John Lennon. An Illustrated Biography. By Richard Wootton. Hodder & Stoughton £5.95 and £3.95.
John Winston Lennon. Volume 1 1940-1966. By Ray Coleman. Sidgwick & Jackson £9.95.
The Stones. By Philip Norman. Elm Tree Books £8.95.
The True Adventures of the Rolling Stones. By Stanley Booth. Granta 12. Penguin £3.50.

Some of the things you may or may not know about the Stones and Beatles are that Bob Dylan introduced the Beatles to marijuana and Ken Kesey did the same for the Stones with LSD, that William Mann wrote a eulogy of the Beatles' second album in *The Times*, describing its "pandemonic clusters" and its "melismas with altered vowels", and that when the Beatles were first on the Ed Sullivan show the juvenile crime rate was lower than at any time in the previous century. What not a lot of people know, however, is that Bill Wyman of the Stones was a friend of Chagall, that the first words Keith Richards's son Marion spoke were "room service", that Jagger's father was a PE instructor and pioneer of the British basketball movement and wrote the definitive book on the subject for Faber in 1962, that Brian Jones had a deviant taste for setting fire to Dinky toys (and no visible connexion) bought A.A. Milne's old farmhouse, the setting for Winnie-the-Pooh, and drowned in the pool there (perhaps there is a connexion—tune in later), that Lennon loved to read Balzac and that his aunt Mimi "always thought there was a lot of Balzac in his songwriting later on", that Jagger had a fascination with gremlins, Lennon a compulsive urge (indulged) to bait cripples face to face, and that Charlie Watts used to present both his mother and his girlfriend with a coffee gâteau every Friday night, but took the walnut from the middle of his girlfriend's cake and put it on his mother's "so that", and you cannot fault the arithmetic, "she'd have two walnuts".

But apart from all the intriguing, oddball facts that these biographies throw up, one is left with a major, and largely untackled, question: how is it that such amorphous material became collectively galvanized by the limelight into not only luminous, numinous "stars" but also transforming agents, helping change the pattern of class, manners and finance in the Sixties? How much came from them, and how much was a figment of the needs of the time?

After all, Britain in the Fifties was in a platitudinous rut, deliberately it seems in retrospect blocking out the extremes of a war we still have not psychologically come to terms with and retrenching in suburban gentility: home sweet home. It's no accident that the one thing that all the moving forces of the groups have in common is a suburban background—neither rich nor poor, decent lower middle class. A lot of things get swept under the carpet in such settings, for the sake of tidiness: demons, hobgoblins, sex and probably Dinky toys too. Bill Haley's was the noise that first blasted through this patina of peace with "Rock Around the Clock". An older generation were flustered by the crudeness of it all—What does Rock 'n' Roll mean anyway?—rightly so, since it did actually have a meaning, it was Negro slang for very energetic lovemaking.

The bastion that the Beatles toppled, however, was not sex, but class. Their timing was perfect: in the wake of the Profumo and Vassall affairs, the



Magical mystery tour

Annette Kobak on biographies of John Lennon and the Stones

nation fell with relief on four sparky muscimakers who were not bogged down with social pretensions and could take digs by proxy for the nation at the classes who had had it so good for so long, and were now being publicly revealed as hypocrites. In 1963 Lennon could tell the royalty at the Royal Variety Performance they could rattle their jewellery instead of clapping if they wished, and referred with great flair to the hapless successor to Macmillan as Sir Alec Doubtless Whom. The fact that Lennon and McCartney added to all this some of the most attractive popular songwriting of the century clinched their Olympian position. They had performed a double escape trick on behalf of the nation: the shackles of class and of Alma Cognate-type musical sentimentality seemed to fall mercifully at a stroke. The nation had reason to be grateful and to heap them with unparalleled haste all the goodies it had to offer.

The Stones' bastion-storming, so closely in the wake of the Beatles, came ostensibly over sex and manners, as they flouted every nice rule by getting rewarded for bad behaviour. And they weren't just pretending to be unpleasant, they were genuinely, deeply, unimaginatively unpleasant, stealing money and girlfriends from each other and showing, as Ray Coleman generously puts it, "a severely limited capacity for unselfish action". Brian Jones's two first illegitimate

children he not only brushed off but also called maliciously by the same name (Julian Mark). But they had one saving grace, shared by Lennon, and that was unrepentance, and it can only be seen as a grace in the context of its time, for Britain, and America too to a lesser extent, was suffering from an as yet undiagnosed but conspiring guilt born of the war. The release of unrepentance may have been particularly sweet to a generation brought up with a vague feeling of obligation at having been alive at all. Titles like "Sympathy for the Devil" and "Their Satanic Majesties" were a well-justified subconscious attempt to torpedo some cosy Blimpish clichés. Lennon's own childhood experience of rewards for bad behaviour is revealing: his Uncle George, who brought him up, used to put a sweet under his pillow whenever his admirable Aunt Mimi (the scene-stealer in the books on Lennon) rebuked him. He may turn out to be the unsung lovable hero of a subversive generation. Jagger's continued survival still depends little on his unchanging refusal to believe that "richesse oblige", or to be affected by thoughts of nemesis following hubris.

It's a pity that Lennon and the Stones haven't found better biographers with a developed enough sense of dramatic irony to suggest why the public should have wanted and created such myths, and

why the individuals consented to incarnate for it. As it is, the narrative in both Coleman's Norman's books unfolds itself more or less pell-mell, apart from initial attempts to concoct some form through entering the story at interesting points, and we are left to pick up the pieces scattered around and make what we will of them. Both writers resort to breathless journalism about their subjects: Jagger's "smile is frequent, ducking his whole face into dimples and revealing embedded in one upper front tooth, a tiny diamond, sparkling like frost" and we are aware that in Lennon "beneath that abrasive exterior beats a heart of pure gold". Unexpectedly, the best read is Wootton's book for youngsters on Lennon, for though he doesn't attempt to grapple with the wider implications of his subject, in Arts and Crafts Movement, he quickly and genuinely dramatic story of Lennon's life is plainly and lucidly that is moving. (An excellent present for literate teenagers.) Stanley Booth, on the other hand, can write and has caught what must be the feel of the nervous, laid-back, swing, drug-ridden concerns where the Stones first punched with the demons they invoked—until, at Altamont at the end of their American tour, they called forth the Hell's Angels and even Jagger, like the sorcerer's apprentice, actually began working at trying to calm down his creation. At Altamont they were "in the desert with hundreds of thousands of other young freaks, the Rolling Dead, all kinds of dope and no rules". The "Angels" were "policing" the proceedings, which turned out to be licensed thuggery as the ordered the crowds frayed and the centre became a crucible of violence. It was extraordinary that only one person was killed, though that was horrific enough, as he was impaled by an Angel's knife as he ran, caught like a moth in a floodlight. Booth himself was lifted into the air by a great, salvaging Angel: "It was that ever fresh, ever new, ever magic moment when you are about to be beaten to a pulp or to whatever you essential can manage."

It was a heady time, but of all of them Lennon was infinitely the most interesting individual he was making a real journey, in the last time he most of the time, but leaving signposts that helped map his generation; the others have been piling, in their different ways. He was wickedly funny from the start: coming back from Hamburg he said to a friend "It's good to fly Lufthansa to London, all the pilots know the way." And his life had always had an edge to it, an intellectual content of sadness. Aged six he was asked to decide in an emotional scene whether to go home with his mother or stay with his feckless father, who had just taken him away from the caring Aunt Mimi's home, where he lived. It was small wonder that, as Coleman aptly states of him later "there was always a 'but' in his army".

As for the burning of the Dinky Toys... perhaps Brian Jones's obsession was his own of iconoclasm towards his genteel Chesham parents, and perhaps the buying of a A.A. Milne's house was unwittingly his attempt to get reconciliation with that lost childhood world, with his own lost innocence. Did his throwing in the pool in an accidental, drug-induced stupor signify an urge to return to the womb... or did one of his mistreated girlfriends commit the perfect crime and creep in unawares to push him in, nemesis finally visiting the one Stone who, by showing signs of repentance? The group's stories are potentially rich in mythic quality and still await the dramatic chroniclers who can give them their due.

than genuinely strong. This represents a regression to an older, medieval concept of childhood, where children and adults were once again less differentiated in the areas of culture, play, clothes and food. There are gains for the young here but losses too. In the past they were often physically assaulted or overworked, resulting in the ghastly distortions witnessed by nineteenth-century factory reformers like Lord Shaftesbury. Today it is children's immature emotions that adults more commonly abuse, either by oppressing them when the struggle to maintain an ordered parental authority becomes too great or else by encouraging children to adopt a totally inappropriate life-style for their tender years.

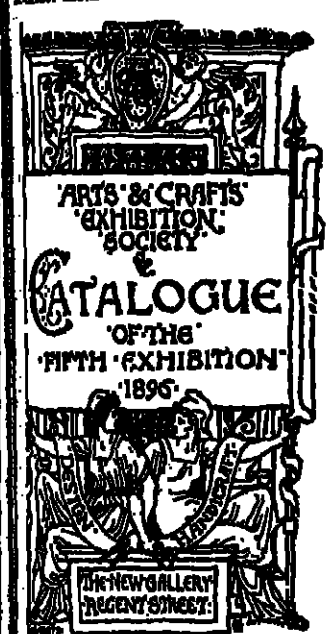
Such is the main thesis of *Children Without Childhood*, but a short summary gives no idea of the stimulating range of topics it covers. Why have there been so many films about incest recently? Was Freud basically a Victorian? I view about childhood sexuality in the mid-nineteenth century. Is there a link between Women's Liberation and Child Liberation? Marie Webster suggests answers to these and many other questions in this wise, perceptive book which does not read like a dry academic treatise but is a lively, readable and not just by parents.

THE TIMES EDUCATIONAL SUPPLEMENT 2.11.84

Good art, by design

W.R. Lethaby 1857-1931: Architecture, Design and Education. Exhibition: Central School of Art and Design until November 17. Catalogue with Essays. Edited by John Backe and Theresa Grounberg. Lead Humphries £7.95. 0 85331 485 3.

As an architect, designer and above all an educator, Lethaby played a major role in the changes that took place in English art and design in the late nineteenth and twentieth centuries. Educated during the decade that saw Morris, Webb and Shaw establish the Arts and Crafts Movement, he quickly became Shaw's chief clerk and a leading member of the Art Workers' Guild.



Arts and Crafts Exhibition Society Catalogue of the fifth exhibition, 1896.

Guild. From then on, he showed furniture, metalwork, stained glass and other designs with the Exhibition Society, realized interiors like those at Stanmore Hall for Morris and Company and with Avon Tyrell, at least, created a pedigree Arts and Crafts country house.

With prints and photographs to supplement well-selected drawings and some actual pieces, this exhibition provides a representative picture of Lethaby's achievements, from his 1878 Debut Design in The Building News to work carried out by students and staff at the Central School of Art and Crafts when he was its principal. Given the restricted resources of the present school, this is a highly informative, clearly presented show and its organizers deserve our grateful applause. To see the transformation of Puginesque neo-Gothicism into twentieth century functionalism in so small a space is an opportunity not to be missed.

It is a parallel transformation that Lethaby brought to design education. Following Morris, he believed that form should be determined by function and the use of materials used and arranged in proper ways and arranging how work should be done. "Art is not a special sauce applied to ordinary cooking; it is the cooking itself if it is good."

This exhibition and its substantial catalogue could not have come at a better time. In the present educational climate, the status of art and design is so insecure that many art schools must merge or face closure and the Society of Industrial Artists and Designers, sensing that its alignment with art is no longer an advantage, has voted to re-establish itself as a Chartered Institute of Designers. Exactly 100 years since the Art Worker's Guild was formed, we still have not fully recognized the need for good art and design education. It may soon be too late.

William Lethaby

Professor of Ornament and Design at the Royal College of Art, his influence was far-reaching. His ideas are still pertinent. For Lethaby, "Design—that mysterious word—is only disposing elements in proper ways and arranging how work should be done." But "Art is not a special sauce applied to ordinary cooking; it is the cooking itself if it is good."

This exhibition and its substantial catalogue could not have come at a better time. In the present educational climate, the status of art and design is so insecure that many art schools must merge or face closure and the Society of Industrial Artists and Designers, sensing that its alignment with art is no longer an advantage, has voted to re-establish itself as a Chartered Institute of Designers. Exactly 100 years since the Art Worker's Guild was formed, we still have not fully recognized the need for good art and design education. It may soon be too late.

Michael Clarke

Playing to the public

Until recently the British Theatre Association was to the theatre roughly what the MCC has always been to cricket: a clubby, members-only bolt-hole for the professional upper-crust. But its premises still have a slight whiff of old leather and cigar smoke about them (overhead, it must be said, is a resounding pre-school shabbiness that is just an accident of history).

Committed to bursting point into one of the eighteenth-century houses in London's Fitzroy Square (George Bernard Shaw and Virginia Woolf used to live in a house just opposite, though at the same time) the BTA has shed out of all recognition in the last 10 years. Although it still exists to serve the needs of its members who include individual actors, writers and directors as well as such organizations as the National Theatre and the BBC, it now throws its main library open to the general public.

Announcing this at a reception to mark the Association's sixty-fifth anniversary, the drama critic and writer John Trevelyan went on to give details of what he called this "very wonderful library". The British Theatre Play

Library was the most comprehensive collection of plays in the world, he said. It comprised more than 54,000 titles in English and foreign languages and in manuscript as well as regular published editions. It was exciting that reference access to this unique collection and to the BTA's admirable research and information service was now available free of charge to anyone who cared to telephone for an appointment.

Later, head librarian Mrs Enid Foster added that she reckoned to be able to answer questions on any aspect of theatre. Given notice, she and her staff could help teachers choose a school play, provide background information for programme notes and assist visitors researching anything from a school project to a PhD thesis.

Also available to the general public are the BTA's prestigious courses which cover all aspects of theatrecraft. Based in and around its own costly studio theatre—surely the smallest proscenium stage in London—they are led by some of the most famous names in British theatre. For young people there are also specially designed O and

A level workshops run by the BTA's junior branch, the Young Theatre Association. Next February they will be mounting one-day sessions on *Hamlet*, *Romeo and Juliet* and *A View from the Bridge*.

Membership of the British Theatre Association (currently £17.50 per year, Educational Corporate rate: £60) naturally confers further advantages. Books may be borrowed from the play library and also from the Association's extensive reference collection. Members are entitled to substantial discounts on the cost of courses and receive free copies of *Drama*, the authoritative theatre quarterly published by the BTA. Most pleasant of all, however, is the knowledge that, even though its armchairs are not the deepest and its coffee comes from a machine, one still belongs to about the most civilized club in London.

Further information about all aspects of the work of the British Theatre Association and the Young Theatre Association from 9 Fitzroy Square, London, W1P 6AE (01-387 2666).

Hugh David

ETT ad lib

Your edition of October 19 featured a review of the English Theatre ("Seeing the funny side"). While it is obviously inappropriate for the subject of a review to be critical on its critical content, I would like to point out several factual errors—particularly as the errors in question are unfair to our friends and colleagues.

In addition to this regular support from International House, a number of individual tours have benefited from the support of organizations such as the British Tourist Authority, British Airways and British Caledonian Airways.

(2) The ETT's books, cassettes and video are similarly not produced with "no financial support". The books are produced by Heinemann Educational Books, and the video is a co-production

tion by the ETT and HEB. (3) Your reviewer's remark about the British Council suggests that the Council has not promoted tours by the ETT, preferring to concentrate on "national tours" like the Royal Shakespeare Company. This also is untrue. The British Council has helped the ETT with tours in several countries, and we are most grateful for their assistance.

Two small final points: an ETT visit to South Korea was planned, but will not now take place (this autumn's touring schedule abroad comprises Belgium, Cyprus, Brazil and Japan), and the ETT's telephone number is 01-434 1909 rather than 01-434 1901.

DOUG CASE
English Teaching Theatre
40 Shaftesbury Avenue
London W1V 8JH

An accident?

The Biko Inquest.
Channel 4 November 1, 9.30pm.

In *The Biko Inquest*, as in a detective story, the pleasure of unravelling the crime makes one forget the victim. So: Stephen Biko was arrested "for being outside the district to which he was confined, without permission", and distributing leaflets. He was held incommunicado for 25 days, naked, in a cell, denied exercise and, during the last five or six days of his life, chained in leg-irons, handcuffed, then driven from Port Elizabeth to Pretoria in the back of a Landrover, still chained and naked. He died of head injuries. The inquest was called to determine how they were caused.

The recent Amnesty International report on human rights lists violations in, I believe, 180 countries. Why should we care about this one death, seven years ago, in a country notorious for its disregard for human rights? After all, there may even be worse places to suffer imprisonment and an inquest was held—this was compiled from the transcripts—according to the processes current in British courts under a legal system based on our own. Does that answer the question?

The familiarity of the proceedings is perhaps what makes them so disturbing. The brilliance of Sidney Kenridge (Albert Finney), the lawyer representing Biko's family, his meticulous uncovering of the truth, the detachment of the magistrate, the courtroom jokes, the contrasting characters of the witnesses, the metaphor of the court as a stage and the investigation as a play: they make excellent television, that is to say entertainment, which is why we have seen them before, in drama and documentary fiction, and why the enormity of this event may be blunted.

Perhaps not. "We in the Security Branch don't keep incident books. Procedures that should be reassuring,



Stephen Biko

reveal here a systematic misuse of power. "Why did you put Biko in leg-irons that night?" It was the custom. The judgment of the police ("I thought he was shamming... I have experience of this tendency") is accepted even by the medical witnesses: "I didn't know that in this particular situation one could override the decisions of a responsible police officer."

In the end, the actors were only there to speak the words; they had nothing to add to the significance of what was said. *The Biko Inquest* portrayed a corrupt system condemning itself, right down to the final words of the coroner's verdict: "...no act or omission on the part of any persons. That completes this inquest."

Robin Buss

Cultural variety

Here and Now on Four.
Channel 4, Tuesdays 10.50pm.

Here and Now is the work of the team from Central Television that has produced a successful multicultural magazine with the same name for the last four years. Although the series has no coherent theme, the individual programmes are interesting for their variety and except for the two who have already been broadcast (Ruby Turner, a singer from the Midlands, and Kenneth Low "The Chinese Englishmen"), they are in fact neither about "here" nor about "now".

The next to be screened, "The Empress and the Munshi", is a monologue specially written for television by Farrukh Dhondy, who has now taken over the job as commissioning editor for multicultural programmes on C4. The word "munshi" means teacher and the "empress" referred to is Queen Victoria. One of the less well known facts of history is that in her jubilee year, Queen Victoria was presented by the Viceroy of India with a servant called Abdul Karim. One of his functions was to teach the empress "Hindustani conversation" and although he dutifully served her until her death, and was the subject of much contempt and ridicule to boot, Abdul Karim was ordered to destroy all documents in his possession before being put on a ship to India. The piece is interesting not only because of Dhondy's witty and imaginative monologue which Zia Mohyeddin (who incidentally produced the series) delivers with great poignancy, but also because in the

wake of all the programmes about the Raj, it is refreshing to see an Indian view of the British rather than the often, glorified and distorted, British view of India.

However, it is difficult to escape from mirage and "Palace on Wheels" takes us on a magical mystery tour by rail through Rajasthan. "Mice", by Mustapha Maru, is another dramatic monologue. This time the actor is a cleaner in a prison canteen who happens to be West Indian. The story of how he has ended up in prison is funny and moving and gains immensely through the superb talents of actor Norman Beaton.

"Meera", a Hindi folk opera, is the story of a famous poetess in Indian folklore. The performance is in Hindi but with English sub-titles and includes a variety of classical and folk dance. The series concludes with "Amjad Khan" in concert. He is reputedly one of the best Sarod players in the world. (The Sarod is a lesser known stringed instrument similar to a sitar.)

Interesting as it is, it is important to question the value of such programmes which are broadcast so late at night. Some teachers object to their pupils attending so-called mother tongue classes after school because they claim it places an extra burden on the children; would they also object to pupils staying up until midnight to watch television programmes which might be of interest? No doubt the commissioning editor, being an ex-teacher, will press for more appropriate air times.

Rakesh Bhanot

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ARTS

Literary competition

Literary Competition No 56. Report by Charybdis. Competitors were invited to supply a letter of application for a teaching post which solicited candidates prepared to make a contribution to the "wider" side of school life - though "wider" was, regrettably, what the advertiser had obviously intended to have printed.

No word limit was set this time, but some candidates ruled themselves out of consideration for main prizes with letters so lengthy that they would have consumed the entire space available for the competition feature.

Entrants divided themselves roughly into two categories: those who adapted their letters to both "wider" and "wider" by cunning, punning ambiguity; and those who, confronting the probability of a misprint, sought to present themselves as disjunctively anarchic at one moment and dependably versatile the next. As I anticipated, several correspondents recounted their experiences on the staff of a certain West Country educational institution that seemed to be rarely out of the headlines a few months back.

Before the main winners, some remarkable snippets from the runners-up.

Michael Birt's experience of "organizing a highly successful Latin Week in aid of a Sicilian charity" would make him an asset to any staffroom. Equally useful there would be Nicholas Coates who "attended the Icarus International School in Lebanon where survival techniques held a high priority in the timetable".

Joan Evans, after telling me of her school production of *The Romans in Britain* (well out of Whitehouse range, I trust) went on: "My lessons have been equally experimental: I taught history through drama until parental opposition after the Massacre of Glencoe prompted a re-appraisal." (A slight echo here of Saki's glorious short story "The Schartz-Metterknecht Method".) Michael J Smith resorted to both brain and brawn: "I yield to no one in pushing in the corridors - of power as well as of school."

One of George Moor's many applicants had an agreeable knack of losing most of his pupils. "The trouble with all-balloons, I found at Bagley Wood, is the drastic dwindling of the rolls - the Russians have not yet released 4B."

I liked the throwaway ending to the

more staid and sedate part of D A Prince's letter. "I have, of course, the usual qualifications required for a Scale 1 English post - a PhD in medieval literature, a certificate in sexual psychology, and three books published by CUP."

Reg Shaw, after a truly terrifying list of "management strategies" that he could only have acquired in the SAS, also signed off very neatly. "I feel well able either to knock the 'L' out of 'wider' on the well-tried poacher-turned-gamekeeper principle, or to preserve it."

As principal winners though, I chose letters that might have come, less from canny equivocators, than from those mildly loopy eccentrics and exotics with which certain common-rooms used to abound. Postwar (and post-Waugh) they are, alas, few on the ground. £7 to Jedediah Barrow, and £6 each to two of George Moor's multiple entries.

Sirs, It must be the wider side you mean, and I am indeed one of nature's diversifiers; but if you do, in fact, require what your advertisement asks for, now is clearly the time for me to exercise some of the talents which had me expelled from Linton and sent down from Camford (reference available). Fortunately, LSE took a more positive view of my energetic and inventive nature.

If, yet again, it is the wider side of school life you had in mind, friends have suggested that I include a few examples of my celebrated epigrams but, as in a letter of application these would hardly be appropriate, I shall instead direct your attention to my illustrated monograph, "The Grecian Taste" (Piscus Press 1975 - in hand-tooled Persian kid), which will indicate my appropriateness in this particular respect.

Yours sincerely, Jedediah Barrow PS: I have reread the advertisement and wish to point out that I recently produced "Our Town" with our school DS.

Dear headmaster, From my enclosed curriculum vitae you will see you can depend upon me to throw myself enthusiastically into anything that helps to bridge the sad

widening gap between performers and passive viewers in these television days. We want - in Anis Nin's inspiring words - not voyagers but "voyagers of the divine excess".

Do you have archery classes for the juniors? These I have found a wonderful breaker of barriers, and they are of practical use as we found when losing our craft on our holiday project in the Congo (the survivors of which, as you know, were excupated by Lord Justice Crooke of all accusations of cannibalism).

Boys need to experiment, but an older head helps to set the parameters that do seem necessary when the material is still immature; certainly I would draw the line at deliberate arson, especially when premises may be underinsured.

George Moor

Dear Sir, My post at the College for Sons of Defunct Clergymen in the States gave me invaluable experience. I appreciate there are differences - for example, no girl cheer-leaders unless you have introduced them for school matches, but much can be done by the imaginative application of modern technology to old pursuits like blanket-tossing and chapel-abbeying. I would like to see

Eton wall-game at Alderman Crackenthorpe's. Some old-fashioned parents might not care for an all-out revival of the Roman arena - a disadvantage not felt at a school for orphans - but much can be done, after discussion with you. Even if the RSPCA puts paid to a live bear, we could have a giant teddy bear or an electric-powered dinosaur or two in the grounds.

George Moor

Competition No 57. Set by Scylla. Slight changes such as the substitution of one or two names can turn famous lines into nonsense, eg Marvell's poem beginning *Had we but grain enough and lime*, or Shylock demanding *half a pound of flesh*. We should like further iconoclastic examples, either a group of single well-known lines or up to eight continuous ones. Closing date: November 21.

We are sorry that in Competition 55 we inadvertently printed the winning ballads as continuous poems and not in quatrains.

Money and an arthritic Lord dominated the Welsh College of Music and Drama's student production of David Garrick's farce *The Clandestine Marriage*. A poverty stricken but titled aristocrat (Sean O'Riordan) figured that he could pick up some useful cash by marrying down into the business class. Businessman Sterling (Hugh Reynolds) was happy to oblige, his elder daughter was on offer. Sadly the aristocrat preferred the younger - as did his genetic uncle Lord Ogby - but she was secretly married to her true love, Lovewell.



Dip, and skip

The Castle Diaries, 1964-70. By Barbara Castle. Weidenfeld and Nicolson £20.00. 0 297 78374 2.

This is a book to dip into if you are a bad sleeper, or to consult if you are studying some particular episode in the history of the first two Harold Wilson administrations. No doubt it will weight down shelves in public and academic libraries, but it is indigestible stuff which will not tempt many private citizens to part with £20.

Most of what Mrs Castle committed to her diary is trivial and boring. You have the choice of wading through the dross in the hope of suddenly hitting on a nugget of gold, or else you can thumb your way through the extensive index looking for the juicy bits. Unfortunately they are few and far between and not very juicy, and there is always the feeling (sadly unjustified) that by skipping like this you may miss something.

Still the most interesting part of Barbara Castle's career concerns the unsuccessful attempt by the Labour Government to get to grips with trade

union law, which produced the *Paper Entitled In Place of Style* in the story of the 1970s might have been differently grasped, but the collective failed. These diaries provide a useful necessary texts for understanding what happened and, in doing so, stand as a testament to the Labour party's intellectual mess on the question of legitimate power.

In a more negative sense (this book is a negative reminder of the small significance of education in what were highly eventful times), the diary is a lot to say about the Croxall; very little about the day to day running of the school, which dominated the politics of education in the mid-Sixties. It is, however, interesting that when in Cabinet in November 25, 1965, Croxall carried an agenda for a Public Schools Commission (which Sir John Newsome chaired from 1966-68) he did not use the words: "This is a strictly technical problem."

Stuart Macdon

Cash clash

The Clandestine Marriage. Welsh College of Music and Drama.

Money and an arthritic Lord dominated the Welsh College of Music and Drama's student production of David Garrick's farce *The Clandestine Marriage*. A poverty stricken but titled aristocrat (Sean O'Riordan) figured that he could pick up some useful cash by marrying down into the business class. Businessman Sterling (Hugh Reynolds) was happy to oblige, his elder daughter was on offer. Sadly the aristocrat preferred the younger - as did his genetic uncle Lord Ogby - but she was secretly married to her true love, Lovewell.

As is common in farce, the character

parts were the strongest. The evening best performance was Gary Lord Ogby, whose dodging plot line lived up to a successful vitality pills, snuff and a daily rouge on each cheek. Revlon low-orbit white stick became a dancing partner. William Brenton's Canto played a typical eighteenth-century French fop, and Kay Purcell's Heidi Heideberg - the new-rich aunt - another successful presentation. The word was law, a fact grasped by her dithering, avuncular brother.

The play maintained a lively pace throughout, and despite occasional hitches with the revolving scenery, production directed by Peter Palmer worked well.

Iola Smith

Hits & flops

Empty Seats. By Michael White. Hamish Hamilton £9.95. 0 241 11348 2.

West End theatre, like many other areas of the "arts", is now said by some to be in a state of crisis: philistine, xenophobic, escapist, hostile to new work. There is an element of truth in these charges but with its current popularity, particularly among foreign tourists, so much money is pouring in that pessimists should take heart.

Michael White's mid-term account of his career as an impresario offers further grounds for optimism. The man who presented *Loot*, *Oblomov*,

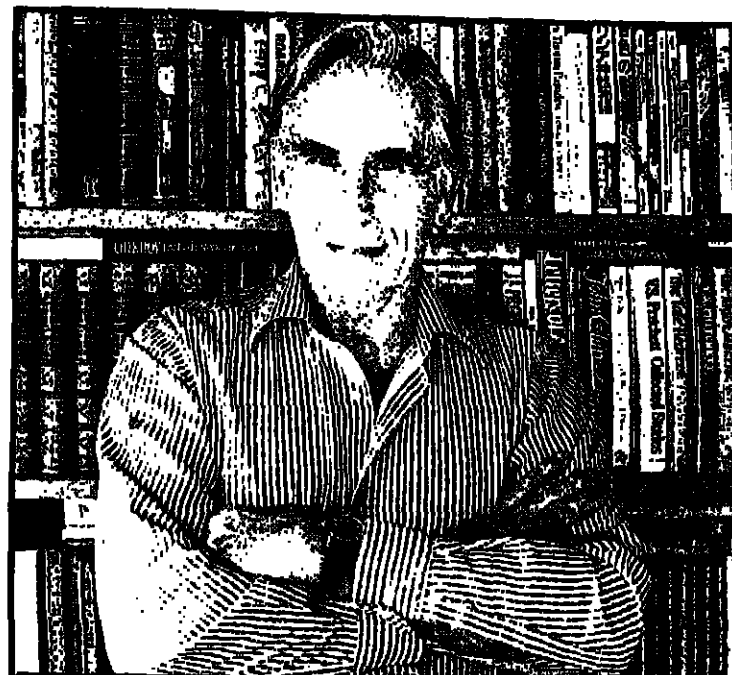
Mr Toad

Mr Toad, Rat, Mole and Badger are back again this Christmas in the silver jubilee of A. A. Milne's London production *Toad of Toad Hall* now at the Fortune Theatre. This year there is a special rate for school parties - £3.20 per ticket for the best available seats, bookable now on 01-836 2238. The show runs from December 17 to January 1, 1985, with performances twice daily at 1.30 and 7.30, and on Saturdays at 1.30 and 7.30.

Next week

Edward Blighen on the interviewing technique of John Mortimer and Anthony Clare: Brian Morton on James Leavelle.

Outsider looking in



Second Skin. By Edward Blighen. Hamish Hamilton £8.95. 0 241 11341 5.

In a further slice of autobiography, Edward Blighen describes himself as an outsider who blunders warmly into a topic. As an outsider he suffers when he describes his experiences as an external examiner in a college of education. Although he is no longer the imprudent student in *A Nest of Teachers*, he still finds rage surfacing when he looks at the anxious meaninglessness of some college work: it is all, he asks, the beginning of the miserable habit of pretending to have knowledge. And as an outside contributor to broadcasting, he finds that studio discussions are akin to conducting a love affair in a hanger, with one of the realities being that you let yourself in, over drinks after a broadcast, for a brilliant monologue by the producer.

And the possibility of surprise in broadcasting is always carefully excluded. Television in particular provides a way of saying "horribly little, terribly awkwardly".

In one of his new roles he describes himself as a penitential pontificator. The label takes him to a writers' course in Seoul. It adds to the serious and comic literature of British academics abroad, feeling responsible for the unhappiness inflicted upon them by the unhappiness of the English. The businessman is in good company.

The skill of it all lies in bringing reminiscence, serious comment, light-heartedness and good feeling into an amalgam which is as attractive to any first-timer to read Blighen (if there are any such) as to his long-term admirers. He comments on progressive schools and public schools, on comprehensives

Busby, £2.95). It was at home that he discovered that his own father was "actually against the practice of thought and actually against appreciation of whatever might be regarded as beautiful". In colleges and schools he later found philistines and unbookish people. The businessman is in good company.

The skill of it all lies in bringing reminiscence, serious comment, light-heartedness and good feeling into an amalgam which is as attractive to any first-timer to read Blighen (if there are any such) as to his long-term admirers. He comments on progressive schools and public schools, on comprehensives

and direct grant schools (it is the early 1970s). Only one secondary modern crops up, a girls' school, thin and correct and a long way from Stonehill Street, Savage Street, and other memorable, earlier names.

And he ranges between Japanese poetry - with particular sympathy for a poet who has written 137 poems about frogs and does not know whether he is quite good or appalling - and the puzzlement of the Kenyan student in this country who on his teaching practice came across children and teachers who were bored; he could not understand how such a dulled response

could have arisen from so shining a opportunity.

Opportunity, whether taken or missed, has always been a strong theme. Now he also finds himself exploring thoughts that are natural to an aging person: has the world been made too large for short-lived human beings to make much of it? Can we separate out immense cleverness from our immense foolishness? And when he sympathizes with the young journalist who left a suicide note ("I don't know what it is but I can't bear it any longer"), one finally senses how glad he was to survive his own ten-shillings-a-week baptism on the *Crawley Hill Standard*.

But it was all a matter of experience, and experiences hang together. They help us to understand life's ironies. To cope with them we grow, if we are lucky, a second skin - not in order to become thick-skinned but to be thin-skinned in greater comfort.

By now, years later, there is some peace. Moments of rage do still burst out against the privilege which allows some by their upbringing and schooling to be made easy in the world while others have to wait for their second skins before they can become mildly confident. But the uneasiness of the days of prep school teaching has gone. No longer does he wonder whether he has ruined his pupils' lives and dashed the socially abused yet "humanly inimitable" hopes of their parents. And yet there is tension, as there always is in the chronicles of this sole and excellent recorder of our recent past.

Somewhere in this latest bit of life, his friendly osteopath tells him that he hopes to relax him but to leave him with a decent remnant of tension. That goes for readers too, waiting for the next appointment.

J G Owen

A cup of inspiration

Chief Officer, he inhabited the world of the great northern triumvirate of education officers, Percival Sharp, Jim Graham and Spurley Hey and later of John Newsom. Alec Clegg and Bill Alexander.

Wilson's literary method relies heavily on anecdote and brief portraits. There is a rich, sometimes overripe, facility with language echoing his brief career in journalism. Clever use of allusion constantly teases the reader, but illustrates some subtle point. The book is also pertinent to today, for what emerges is the strong parallel between the Thirties and our present problems. Falling rolls, a feature on which it would have been helpful to read more, and economic restraint induced an anti-educational climate in the deliberations of prewar east-Suffolk (where Wilson was first a Chief Officer and later a headmaster).

Wilson tells of his arrival in Shropshire to find a chairman elected on the ticket of cutting public expenditure, especially in education, who greeted him from the former chief officer's desk and chair; of the new county

treasurer who said "Of course I suppose it is my job to make your job more difficult"; of the need, time after time, to put forward a proposal for a drama organizer simply because it satisfied the committee to turn it down and how Wilson's clerk (ah, how well we remember them) that advised another staid horse when that one was wanted; and finally of a day 10 years into his sojourn into Shropshire when he received, through his wife, Lady Wakeman's accolade "Odd. I have met one or two people lately who quite like your husband".

If the later part of the book is less instructive to the modern practitioner, who will probably have to wait until the 1990s for the days of educational expansion to return, it is no less interesting - especially his reflections on local government reorganization. I found the foreign section at the close of his career less compelling.

One chapter in particular has a timelessness in its value: "the quest for quality" describes appointment procedures and the role of head teachers and other educational leaders. For its remarkable insights and sound common sense it should be read by all - heads, elected members, advisers and education officers - who contribute to appointments.

Finally there is a cheerful irreverent impishness in Martin Wilson's book.

Who else, for example, could silence Bill (later Sir William and Lord) Alexander of AEC and Burnham fame and point with unerring and acceptable accuracy to that great man's strengths and weaknesses. For he along with union leaders, fellow education officers, clerks of county councils, chairmen and politicians comes under Martin Wilson's keen, amusing and kindly eye. Wilson's wizardry and wisdom, however, is not just captured in transmitted recollection through this book, it is in his legacy of the people he trained in the Shropshire office. He left an indelible impression on all the many who passed on to great contributions in the education service. Perhaps his greatest protégé was John Tomlinson who writes the foreword in a style suggesting that he, like Wilson and Clegg but few others, has managed to overcome the crippling literary experience of reading, and worse still, writing reports for committees.

So there could be hope of a rich vein of writing about the reality as opposed to the theory of educational change and improvement. He will be in more conducive surroundings for such work as a professor at Warwick: for the rest of us, still as it were labourers in the vineyard, there will be a cup of inspiration in the meantime in Martin Wilson's book.

Tim Brighouse

Figuring it out

processes that are involved in mathematical thinking.

The text, by reference to many examples, describes what the researchers noticed as going on inside children's minds as they learn mathematics and go on to use it in problem solving. The observations are those of the junior and senior high school students at the University of Illinois. They have been supplemented by observations of elementary school students at Booker T. Washington Elementary School, Champaign, Illinois, and of community college students at the Parkland Community College as well as students at the University of Illinois. This means that the range of

mathematics considered compares very roughly with that of junior school to scholarship level. In the English system, throughout the text, however, all references are to American school grades and consequently there is a need for the reader to translate the grade to the appropriate age in order to compare the task undertaken with what one might expect of an English student.

The text carefully explains the author's view of mathematics, defines the "Role of Theory in Science" and the "Basic Concepts" being considered. It goes on to give clear definitions of the technical terms used, for example, a whole chapter to the idea of "Assembly", a word used to describe

how a new knowledge representation structure is built up using bits and pieces of previously synthesised knowledge representation structures.

This is followed by chapters on the way in which mathematical knowledge is stored in our memories and the manner in which it is represented. Making use of work published as recently as 1982, attempts are made to define precisely what is stored in the memory when "beginning" the graph of, say, $B^2 = A^2 + C^2 = A^2 + B^2$.

There is a good bibliography of mostly American references, and the book will be of value to those researchers who wish to make a study of the learning of the subject.

Albert Lawrence



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Fit to be seen?

The Video Nasties. Edited by Martin Barker. Pluto £3.50.

We all know that video nasties are uniquely nasty, purveying to our children scenes of bloodshed, brutality and sexual abuse for the sake of commercial gain. Right-wingers are convinced that children exposed to such material will be inspired to commit similar atrocities, while liberals cite problems of desensitization and identification. And none of us has any complaints to make about the Video Recordings (Bright) Bill which allows the DPP to decide what is and is not fit to be seen. But, according to Martin Barker and his co-writers, we are all wrong on all counts.

The picketing leading up to the Bill is exposed as very dubious indeed. Brian Brown's contribution, which details the utterly unscrupulous manner in which statistics were forged or falsified for the Parliamentary Group Video Enquiry's report *Video Violence and Children* (1983) is a real eye-opener: his report in *The TES* (October 12) indicates that the situation is less horrific than we have been led to suppose. Both Martin Barker and Graham Murray describe how the Press, particularly the *Daily Mail*, were quick and eager to spread alarm on the basis of the report's phoney statistics and other equally unsound research—or indeed on mere assertion by the usual egregious pundits. Geof-

frey Pearson's salutary essay sets such alarm firmly in its historical context. And Barker concludes that the Bill is the result of a reactionary moral backlash whose aim is to strengthen the Obscene Publications Act—in short, State censorship.

So far, so convincing. But surely some things deserve censorship? As a parent or teacher you would have to be the sort of loony who operates strictly according to principle rather than to everyday experience to believe otherwise. Most of us want to draw the line somewhere. Many of us would draw it at video nasties. But many, perhaps most, of us have never seen a video nasty. I haven't—and, until I read this book, I never wanted to. But I should now be interested to see *Split on Your Grave* (for which Marco Sarti provides a spirited defence) and *Cannibal Holocaust* (which sounds technically fascinating as well as morally complex and appropos).

As Nigel Andrews points out, we deny our nightmares at our peril. If what he and Martin Barker say is true, then the nasties are no nastier than the series to be seen on television any night of the week. This is not of course to recommend the nasties but to question the anomalies engendered by a Bill which discriminates against them in favour of such puerile and sadistic stuff as *Danger Man* or *Callan*—now both being rerun on Channel 4.

The real question is how much harm is being done to whom by the current penchant for violence and sexual abuse? In my opinion, anyone who

answers this question with conviction is either a fool or a liar. We just don't know. And, in a very important sense, we cannot know. Some things are just not susceptible to proof—not even by statistics. This, I fear, is where Martin Barker's argument breaks down. To posit that we are desensitized by habitual exposure to brutality, he claims, is to be foggy and anti-intellectual. Quite apart from its mind-boggling equation of "intellectual" with "academic", this argument has an interesting obverse: if cannot then be proved that we are desensitized by, say, listening to a Beethoven Quartet or watching *The Tempest*. In the absence of statistics which prove otherwise, we are all dolts on whom nothing we see or hear or read has any moral effects. Is this really what radical socialists believe?

My only other quarrel with this valuable and thought-provoking book is the absence of any feminist critique of video nasties. Martin Barker's introductory apology for the omission on the grounds of time just isn't good enough. What I want to know is, is rape really the staple of the genre? If so, why? What sort of audience are such scenes aimed at and for what purpose? What does an obsessive interest in rape say about the society we live in? I don't expect definitive answers, but the questions should have been asked and explored.

Sheila MacLeod

Frogs and snails

Man Enough: Men of 35 Speak Out. By Yvonne Roberts. Chatto & Windus. The Hogarth Press. \$4.95. 0 7011 27279.
Men in Groups. Second edition. By Lionel Tiger. Marion Boyars £12.95. 0 7145 2818 8.

Boys, by all accounts, just seem to want to go on being boys. Non-sexist "new man"—family-centred, supportive of his partner, and perfectly at one with himself splashing around in the washing-up—must remain, for the time being, a twinkle in the feminist eye. At least, there are no confirmed sightings of this gentle creature in *Man Enough*, Yvonne Roberts' collection of voices from the world of modern man.

So what are today's men like? To find out, Roberts interviewed 22 men living in England and Wales. All—like Roberts herself—were aged 35, apart from which they had almost nothing in common. From the Falklands War hero to the gay Butlin's redcoat, they talked with remarkable, and occasionally moving, frankness about themselves, their lives, work, ambitions, family and friends. Much of the book's appeal comes from Roberts' impressive skill in capturing the distinctive quality of each voice.

The resulting profiles show—if indeed the point needed making—that men can talk freely about their emotions. That they choose not to do so in the exclusive male gatherings of the pub and the workplace may well, as Roberts points out, promote the ascendancy of "masculine" values over softer sensibilities. But it is difficult to accept that these harsher norms serve no cultural purpose other than individual psychological repression. The fighter pilot and the miner who speak in *Man Enough* itself would, it seems, be particularly ill-served by anything other than predictable behaviour and emotional constraint.

"Contemporary man" prefers to confine emotional matters to talks with just one other person. That he discus-

ses them at all distinguishes him from his more "traditional" father, whose slightly greater involvement in home and his improved understanding of a woman's need to get out of the time to time. But he is no sexual revolution, and shows no sign of relinquishing his traditional power and privilege. Roberts was able to report only a few men showing any willingness to accept change, and none actually wanting to.

Roberts offers introductory suggestions as to how men might be persuaded to cooperate more readily with the offer of freedom from "stereotyping and conditioning" men who seem to be enjoying it, and destined to fall on deaf ears. She argues women to assert their claim to "shared responsibility" within relationships. An impetus to the radicalization of the nuclear family, perhaps, but not move destined to crumble the domination of the economic and political systems. And the vision presented of a sexually-balanced Utopia—one in which the "mundane tasks do not become the domain of one partner alone"—might equally strike men as women as politically enervating.

The re-issue of Lionel Tiger's *Men in Groups* is welcome and timely. Published amid great controversy in 1969, it brings a wealth of historical and scientific evidence to the all too frequently parochial domain of male dominance and sex differences. "What a species does, it is what it is," asserts Tiger, and man, even in a modern urban environment, remains hunter and hunter bond, aggressive and competitive. No apologies for male dominance Tiger addresses himself to the problem of diminishing it. But he does caution against the reform attempts to modify behaviour which has taken millennia to develop. The updated introduction contains a review of research undertaken since 1969 into females in groups.

Jacqui Russell

Rites de passage

Boys Together: English Public Schools 1800—1864. By John Chandos. Hutchinson £15.00. 0 09 139240 3.

Books on the public schools reflect a fascination for an unchanging world which we can invest with our brand of romantic nostalgia. In this respect *Boys Together* by John Chandos will, at the blurb claims, undoubtedly provide enthralling entertainment for some.

Yet anecdotal social history raises so many questions that without a social or anthropological model the reader accepts at face value what he is told and appraises material, however unusual, in contemporary terms. In this extreme case, what the author calls "a tribal mystique peculiar to a caste" the limitation in our understanding is crippling. How is today's reader to cope with the paradoxes and obscurities that lurk behind the bland anecdotal manner when he knows so little about the social group that patronised the school and the actual day to day workings of the school itself?

For example the opening chapter of the book, entitled "The Birth of the Mystique", deals with the emergence—during the century before the Clarendon Commission—of retrospective attitudes to school life, characterized by "mystical tenderness" and "romantic nostalgia". But the following chapters then comprehensively undermine this idea by providing abundant evidence—judged in our own terms—why the bulk of pupils should have loathed their school days rather than seen them as opportunities for "sentimental revisitations". This evidence includes chapters on familiar public school topics—fagging, the unsupervised rod, liquor and violence and so on.

The whole issue of change in the schools is unsatisfactorily handled; we know from the start that the period in question culminated in the Clarendon Commission but chapter after chapter makes little mention of it until Dr Arnold makes a surprise appearance in

Chapter 12. Cause and effect is not demonstrated: nothing in the chapter about Arnold indicates that his high abuses which form the substance of the previous 11 chapters—in fact we are told that the part of the public school system which Arnold justified was consistently "fagging and its compulsory, government by the power of senior boys".

The book does not begin to explain how a notorious Eton flogger, expelled for up to three months to visit one or more European countries, and become Headmaster of Westminster School. Nor why Keate, "the best flogger in the country" should be recommended with the equivalent of £30,000 as a token for his services. There is inaccessible that state of mind which a mother apologizes for, returning her son at the beginning of term; he was still recovering from injuries sustained in a flogging at the end of the previous one.

The favoured mode of exposition remains unsatisfactory way of dealing with unsatisfactory evidence. There is something like a social experience than a "rite of passage", a mixture of initiation and socialization. But it can positively recommend the book as a well documented and elegantly written essays on aspects of nineteenth-century public school education. Even so, it remains perplexed. As a Housemaster of a Westminster boarding school where cruelty was endemic for centuries, I often wonder what pupils heard from their predecessors' mistreatment, and how they felt about it. The ritualised torture of the boys in the care.

J A Cooper

LP Hartley: A Travelling Grave (Penguin £2.50) is a collection of short stories of what is actually to be the supernatural which, in those few moments must be less positive. Although the authors must certainly have been from the exercise, their tales are likely to share little of this regard. The problem is "one" which beats itself—perhaps all—



Paul Carter-Bresson's "Two French peasants take their oxen to the fields of Cermet-Ferrand": one of the pictures from *Landscapes*, in the World Library of Photography series (Thames and Hudson £9.95). With a preface by David Plowden and introduction by Ian Jeffrey, this is a superbly produced collection.

Five easy pieces

Learning from Europe: Studies in Education Policy and Administration for the AEC Trust. Edited by Deborah Greig. Croom Helm £8.00. 0 85013 156.

This is, in a variety of respects, an interesting little book. It consists of the reports on as many different topics, arising from follow-up studies by the AEC Trust (a relic of the now-defunct Association of Education Committees). Each author, drawn from the middle to the upper echelons within the hierarchy of educational administration, was given support for up to three months to visit one or more European countries, and to report to write an account of his findings. The bringing together of the results in a single volume is perhaps not seen as an act of piety. Much of the material is likely to date fairly rapidly, and the subject matter is so diverse as to make it improbable that the book will have a wide audience.

The themes chosen for study are important and topical—training for leadership; control of the curriculum; post-compulsory provision; alternative systems of educational finance; and multicultural education. The countries visited and written about include France, West Germany, Sweden and Denmark (each 3 times); the Netherlands and Norway (each once); and Italy, Belgium and Austria (each once). Deborah Greig provides a useful introductory summary of the tradition, proper to professional administrators, or writing in a more literary manner. The chapter lengths are never less than 24 and never more than 30 pages. It is only through my predecessors' mistreatment, and how they felt about it. The ritualised torture of the boys in the care.

For the most part, there is too much detail for the casual voyeur into other systems, and too little for the serious enquirer. What is more, by the very nature of the exercise, each author must have been an easy victim to whitewash and window-dressing: it is not easy, when kind hosts prepare the ground, to look for faults and ask awkward questions. The result is that the rosy vision of the well-treated guest. But leaving aside these limitations, anyone seeking an insight into the thought processes of the Chief Education Officers of the future might do well to scrutinise the five pieces collected together here.

Tony Becker

Home truths

by Elizabeth Sestini

Young Children Learning. By Barbara Tizard and Martin Hughes. Fontana £2.95.

What do pre-school children learn from home and how does this learning take place? Are there significant differences in learning at home associated with social class and how does learning at home compare with learning at school?

Tizard and Hughes' study of the experiences of 30 four-year-old girls, 15 from working class and 15 from middle class families, at home and in their nursery class, produced conclusions as to the "educational role of the nursery schools" which run "counter to current beliefs".

At home the girls displayed persistent curiosity, sophisticated conversational skills and powers of logical thinking. Mothers generally made deliberate efforts to further their child's understanding of their experiences. They were "dedicated teachers intent on teaching their child what they thought was important for her to learn". They listened, clarified children's ideas, offered information and explanations. Talk was characterized by frequent reference to shared past experiences and future events. It is not new to recognize the home as a powerful learning environment but many mothers may not recognize themselves as "dedicated teachers".

In contrast, children's conversation with adults in nursery classes was characterized by none of the features of "intellectual search". Tizard and Hughes noted, not surprisingly, the smaller proportion of one to one conversations and their "brevity". There was four times as much adult-child talk at home. Unintentionally, teachers must have transmitted the message that it was the child's role to answer rather than to ask questions. They claim that social class differences in talk at home were rarely significant. Yet middle-class mothers "discussed a larger range of topics that went beyond the here and now", were "more informative", "had a wider vocabulary", and were "more concerned with deliberately extending vocabulary".

"Passages of intellectual search" were more common in the conversations of middle-class children and lasted longer. Children asked an average of 21 questions per hour compared with 12 for the working class sample. There were significant differences in the frequency with which middle-class mothers provided "adequate" responses to children's questions—44 per cent compared with 27 per cent. Differences emerged in mothers' values and in the kinds of play activities they shared with their children.

Working class children "were already appearing at a disadvantage in nursery school" but Tizard and Hughes regard differences in home

experience as "small" and suggest that because working-class girls appeared more subdued and immature, teachers lowered their expectations of them. Teachers might reject this suggestion and claim that the wide range of perceived needs of children are real needs and not due to the constraints of the nursery. Yet the examples of talk in the home do illustrate the range of cognitive skills available to all the children but it is evident they were not being drawn upon in school.

The authors focus upon the hoary myth of "linguistic deprivation". Who are the "many psychologists" whom they believe hold this view? Certainly not Bernstein, nor Joan Tough. Tizard and Hughes provide evidence that all the mothers used language for complex purposes and all the children, "on at least one occasion, gave an explanation, made a comparison and so on". Joan Tough's research on language use is presented as supporting contrasting class stereotypes, yet her study of young children's talk with peers, not parents, reached findings not very different from those of Tizard and Hughes (*Development of Meaning* 1977).

Tizard and Hughes appear not to be familiar with either Tough's research or the principles underlying the Communication Skills project. If they are, it is surprising that they should "only recently have come to suspect" that children were intellectually more competent than Piaget's model of cognitive development had led psychologists to believe. Tough (1977) outlined a range of complex cognitive and interactional skills that were evident in the talk of young children by the age of three.

As noted, lying in the frequency of language used for complex purposes. Tough emphasizes differences in children's learning experiences in the home—not in language *per se* but in dispositions being developed in children through talk, towards others, towards experiences, in children's views of themselves, and in reflection on their ideas.

Tizard and Hughes misrepresent the Communication Skills workshop as a "training programme" in a "special kind of dialogue", and exaggerate its dominating influence. It is a framework of topics which teachers use as a basis for reflecting critically upon the purposes for which children are using language in classrooms—not to assess children. Teachers consider ways of establishing relationships which enable children to express their thinking, and through involvement in their activity, how to extend children's learning. They examine the effectiveness of their own dialogue and the limiting nature of questions where children are trying to guess the response teacher has in mind. Perhaps because of the kinds of constraints Tizard and Hughes also recognize home and school expectations, teacher

experience as "small" and suggest that because working-class girls appeared more subdued and immature, teachers lowered their expectations of them. Teachers might reject this suggestion and claim that the wide range of perceived needs of children are real needs and not due to the constraints of the nursery. Yet the examples of talk in the home do illustrate the range of cognitive skills available to all the children but it is evident they were not being drawn upon in school.

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As noted, lying in the frequency of language used for complex purposes. Tough emphasizes differences in children's learning experiences in the home—not in language *per se* but in dispositions being developed in children through talk, towards others, towards experiences, in children's views of themselves, and in reflection on their ideas.

Yet conclusions arrived at such as "many politicians and professionals believe nursery schools stimulate intellectual growth and language development and give socially disadvantaged children a head start in school", while this study "suggests that children's intellectual and language needs are much more likely to be satisfied at home" appear to invite politicians to cut nursery provision and allow bodies like PPA to claim the case now proven that "parents are the best teachers" and to press for "more financial support for the PPA". (cf Barbara Keszley's letter to *The TES*, September 24). Tizard and Hughes provide an analysis which places parents and teachers in opposition rather than as partners. They do not wish their findings to be used to support a "back to home movement" (cf letter to *Guardian* September 29) but professional nursery teachers, already vulnerable because of the pressure to admit four-year olds into full-time education in school are likely to see them that way. The authors should not be surprised if nursery teachers respond defensively. The findings may run counter to current beliefs but not to current political and economic policies.

Tizard and Hughes recognize the limitations of the small samples which were not fully representative—with the exclusion of boys, children in full day care and homes where the father was at home (unemployment?). Yet the recorded conversations do demonstrate the range and content of children's learning in the home and their intense motivation to learn. Evidence that nursery schools provide a range of stimulating activities, but that these only occasionally give rise to the kinds of reflection on past experiences that took place in homes, that relatively distant relationships between children and staff result in dialogue characterized by "flatness", and questions and responses that tend to be limiting, should lead professionals to consider ways of overcoming the many constraints that inhibit the kind of learning environment they seek to provide. Perhaps Tizard and Hughes overstate "school barriers" and underestimate the very wide range of children's needs and problems of social adjustment, but the challenge for nursery teachers should be accepted. How can we foster the curiosity children show at home?

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Write off

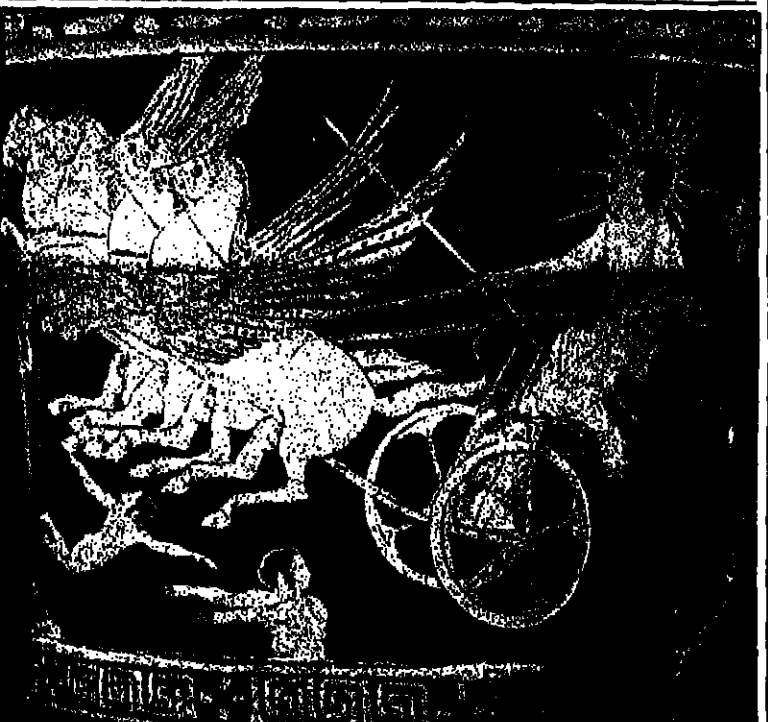
Grounds for banning any book can be readily found if one puts one's mind to it. As a socialist I am appalled at the preponderance of history textbooks biased towards capitalism, but I wouldn't dream of demanding their withdrawal from the shelves of school libraries and classrooms. The intelligent and democratic course is for socialists like myself to write better history books—and try to get a publisher for them. Jane Austen might be claimed to be offensive to some readers on the grounds that her novels project an unacceptable image of women or that she is anti-working class because she never mentions the servants in the large houses where her novels take place.

The dangers of banning books from such partisan motives are convincingly presented in Nat Henoff's *The Day They Came to Arrest the Book*, published in paperback for Delacorte's Laurel Leaf series, New York, \$2.25, 0 440 91814 6. A black father claims that *Huckleberry Finn* is a racist book and demands its withdrawal from the library of his son's high school and from the history department's reading list. Other protests follow from feminists and moral reformers. The principal, in typical liberal fashion, bows to the storm and orders the staff to expel Huck Finn, in a manner of speaking. To his dismay several of the staff and pupils protest and make the expulsion of Huck a burning local issue, one even reaching the television screens. A public debate is arranged with women and black speakers on both sides of the argument and eventually sanity and democracy prevail.

Henoff is a Jewish journalist noted for his consistently Left-libertarian stance and for his writings in *The Village Voice*, a newspaper in Greenwich Village, New York's radical and Bohemian quarter. His book is based on an actual incident in the States and, in conveniently short compass he presents the arguments usually used by both sides where censorship is involved. Although written primarily for teenagers, the book is of importance to everyone whether in education or not. It spells out the dangers of the slippery slope we set our feet upon once we look at books with tunnel vision, seeing only our own special, selfish interests, instead of seeing them in perspective, and against the wider background of a free society.

Tom Hastie.

The Day They Came to Arrest the Book will be published in Britain next September by Angus and Robertson.



Hellas riding across the sky in his chariot (on a bowl now in the possession of the British Museum): one of the pictures in the illustrated edition of Robert Graves' *Greek Myths*, now in Penguin at £6.95.

PAPERBACKS

The Whirlpool by George Gissing. Introduction by Gillian Tindal (Hogarth Press £3.95) is his latest work of stature. Sombre and prophetic, set in the world of the late Victorian urban middle class, its theme of marital incompatibility parallels Gissing's own unfortunate life.

East Lynne by Mrs Henry Wood. Introduction by Steve Davis (Everyman's Library £2.95). Murder, adultery, lust, intrigue. This classic Victorian melodrama, adored by its own generation, but long out of favour, has a new introduction which shows clearly why the book achieved success and notoriety. Today's readers are recommended to sit back and enjoy it.

Mr Racey Rounford's Hounds by R S Surtees. Introduction by Jeremy Lewis (Oxford Paperbacks £2.95). A welcome reappearance of Surtees's much loved, last book. Dignified dandies, jumpy tradesmen, hard-siding squires; mothers on the make; Victorian country society for a ride. Boisterous stuff, wonderfully entertaining with its vivid dialogue and cutting characterization.

Notorious by Joseph Conrad, edited with an introduction by Keith Carabine (Oxford Paperbacks £2.50). One of the finest imaginative prose works in

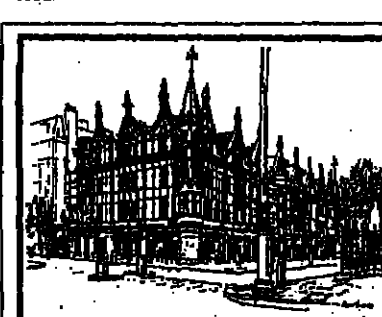
the language declares Carabine. Set in an imaginary South American republic, its vision, astonishing time-shifts and character perspectives combine to make it a work of extraordinary power.

Terence Lucas

Agents and Patients by Anthony Powell (Penguin £2.50) charts a journey from innocence to experience for young Blore-Smith fallen into the hands of decadent but impetuous high-livers, with designs on his money. Psychoanalysis, arty folk and firm makers are also targets for Powell's satire, while London, Paris and Berlin of the 1930s provide the setting. In *Our Grandmothers' Footsteps* by Jennifer Clarke (Virago £4.95) takes us on a tour of London with new eyes. The famous, and infamous, women of the past crowd the pages of this well-planned and beautifully represented guide to the locations that mark their lives and deaths.

Women and Nature by Susan Griffin (Women's Press £4.95) is an unusual compilation of writings presenting, like a dialogue of opposing views, the theme of men's attempts throughout history to control and exploit both women and Nature. In this imaginative presentation of feminist thought and experience, Ms Griffin shows women rising in strength above patriarchal attitudes.

As the book is published by Virago, it is available at a special price of £2.95.



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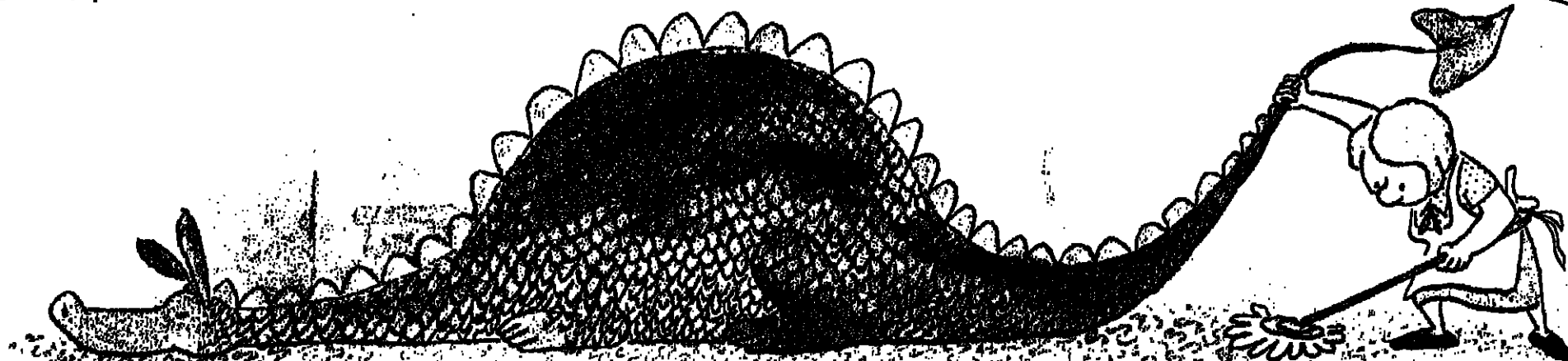
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BARGAIN BOOKS DEPT.

DILLONS' at the School of Education, University of Newcastle upon Tyne and worked on the Schools Council Communication Skills Project.

(01-696 1577)

BOOKS



Verse usually gets squeezed to the end of this column, but with two collections as good as 1 Dn Do Nuttin (John Agard, illustrated by Susanna Grez, Magnet £1.25) and Please Mrs Butler (Alvin Ahlberg, Puffin £1.10), it is time to reverse the system. Some of John Agard's children live in the islands, some in the a British primary school which could be Mrs Butler's. The mischief, joy in nonsense, occasional sadness are identical; the liveliness and effectiveness of the verse equal, and both have the flavour of real life.

This pungent flavour is usually found in prose, in stories like those in Joe and Timothy Together (Dorothy Edwards, illustrated by Reintje Versma, Magnet £1.25), a lively set of tales for the very young, only slightly dated by the frequency of the references to Jessica as 'the little brown girl', and in Bernard Ashley's Dinner Ladies Don't Count (illustrated by Janet Duschene, Young Puffin 95p), another instalment of what must be life in the younger classes of his own school. It is Betsy Byars' stock-in-trade, though there is also always something a little out of the ordinary in her characters' situation too, in The Two Thousand Pound Goldfish (Puffin £1.00). It is that the children's mother is a terrorist on the run; in the much earlier The Summer of the Swans (illustrated by Ted Connis, Puffin £1.50) that Sara's younger brother is an hysterical mute. The machinery of their dealing with their situations, however, is always something that the reader can apply to his or her own life.

The way Nora deals with her problems in Island of the Strangers (Catherine Sifton, Magnet £1.25) is rather like that of a Byars heroine; she holds on courageously in a moment of danger, but the crucial thing is that she has stood to her guns and not backed away in the face of the hostility of her friends; this is a brave book which hints at more than it says. The CSE project as a means of adjustment to hard reality is unexpected; Gerard Melia plausibly shows it being used in this way in The Silvertown Disaster (Longman Knockouts, 95p) in which Jane and Mena make a memorial to their dead friend Tracy by exploring the life and death of one of the victims of the eponymous disaster, which actually happened.

Reality is often grim; for Sebastian, in If I Weren't for Sebastian (Jean Ure, Puffin Plus £1.50), it is almost too much, and the story of how his difficulty gives Maggie a reason for resuming her studies is a sober and sympathetic one. Less sober is another novel for older readers, Easy Connections (Liz Berry, Puffin Plus £1.75); I suppose the adolescent novel in which the heroine is raped had to come, and this is well done, though I was hard put to it to decide whether the rather bleak reconciliation of victim and ravisher at the end was realistic or highly romantic - my uncertainty may be some kind of tribute. A much lighter tale of adolescent love is Footwork (John Harvey, Hippo £1.25), in which Danny learns that there are other things in life besides football. In The Ghost of the Gen (Alan C McLean, Longman

CHILDREN'S LITERATURE

Audrey Laski rounds up the latest paperbacks

Knockout 95p), a good easy read, Neil is too concerned about his hates and fears to begin thinking about girls; only when these are externalized in the eponymous ghost can he find the strength to exorcise them. The Wild Hunt of Hagworthy (Puffin £1.25) is another story about the shadow of the supernatural falling across what should be an ordinary holiday; an early Penelope Lively, this is a little disappointing, intense, but lacking the light touch of other stories.

For younger readers, everyday life is often flavoured with fantasy. It is not clear how much reality could be assumed to exist in Miss Know It All (Carol Beach York, illustrated by Victoria de Larrea, Magnet £1.25) where, even before the magically knowledgeable lady, a new Mary Poppins, arrives, the orphanage on Butterfield Square seems too good to be true, with only the occasional depredations of the bureaucratic Mr Not So Much to introduce a sour note; but certainly the Good Day Orphanage has a certain charm, which makes plausibility less

important. Other stories are more clearly anchored in the real world. The Emma Dilemma (Catherine Sifton, illustrated by Jill Bennett, Magnet £1.25) presents the heroine, after banging her head, with a literal split personality, a doppelgänger who causes all sorts of mischief before being reabsorbed.

The hero of The House Under the Stair (Martin Waddell, illustrated by Maggie Ling, Magnet £1.25), suffering the everyday problem of suddenly finding himself newly an elder brother, is given by his grandfather the gift of conjuring up remarkable people - a witch, a pirate - from that ordinary cupboard.

There is a pleasant uncertainty here about whether the visitors are real magic or simply products of his imagination; in On The Way Home (Jill Murphy, Picturamac £1.95), we can clearly see the little girl producing dazzling explanation after explanation to explain her wounded knee to her friends. It is only the reassuring presence of her mother that allows her to give up, cry, and tell the less exotic true story: a stunning picture-book. In One Moonlit Night (Ronda and David Armitage, Picture Puffin £1.25), another attractive picture book, the imagined terrors of a night spent camping in the garden by some children a little too young for the experience are eventually visited on the pressurising father by the excessive efficiency of his alarm system; but who will appreciate the joke?

The innocent revenge of the anarchic young on the repressive adult is the central joy of the William books now reprinted in bulk by Macmillan William - the Conqueror etc (Richard Crompton, illustrated by Thomas Henry, £1.25); now that the Royal Family has two Outlaws (William and Henry) on the strength, there should be a major revival. Meanwhile there are other versions of the alphabet, like Jan Pienkowski's joyous but perhaps sometimes confusing ABC - who can pick a way through that jungle? The Pienkowski 123 Colouring Book is clearer, indeed just about perfect. (Puffin £1.25 each). Other well thought-out activity books from Puffin are The Puffin Colouring Book and The Puffin Number and Shape Books (Rose Griffiths, illustrated by Jane Walmsley, £1.25 each). Glorious excellence of these beginner books, it is the more unfortunate that Puffin, instead of commissioning its own dictionary of computer terms, has chosen to fob off what must be an eager market with a deeply deficient ancient product, The Puffin Dictionary of Computer Words (Robert W. Fry, illustrated by Jack Freas, £1.95). An lively-minded youngster would be better off with a book of brainiacs like Puzzle Trail (Clive Doly, illustrated by Malcolm Bird BBC/Knight £1.25); they may lead her to an intellectual dance, but they will not lead her astray as the definitions in this unusable factory dictionary could do.

The illustration is from Vack Kest There's No Such Thing As A Dragon, to be reissued by Blackie on November 15 (£1.50).

Kitchen sink studies

Advanced Work in English. By C R E Parker Longman £2.50. 0 582 351995. The Critical Eye. By Don Shitch. Nelson £3.75. 0 17 433096 0. Language for Literature. By Richard Walker Collins £3.25. 00 370012 7.

Blame the Leavises if you like, but studying English is becoming increasingly difficult. At school in the Sixties when "Flad" Taylor (who had a war wound, little time for FR and still less for Queneau) introduced us to Chaucer, Shakespeare, Graham Greene and a bit of Keats we knew where we were. But now A level English syllabuses embrace everything including the Kitchen Sink - the then-current buzz-phrase for such currently-examined works as *Look Back in Anger* and *A Taste of Honey*. C R E Parker's *Advanced Work in English* even has chapters on logic and statistics.

The second and almost entirely re-written edition of a book first published in 1967 (the large-scale re-writing also reflects the extent to which the subject has changed), it is a thoughtful introduction to the skills tested by papers in practical criticism. The chapter on statistics, mad as it seems, is among the most useful. Its 30 pages of figures, charts, graphs and associated questions demand the sort of close study which many of today's students are unable or unwilling to give to Keats or Chaucer, and provide the sort of work which will be vital if the JMB's proposed English Language A level ever gets off the ground. More difficult to say exactly where the logic will come in, although there is a lot to be said in favour of Parker's quick run round the essentials of modern symbolic logic. It's fun, original, and once mastered, a copper-bottomed way of writing out statement from wild assertion (EOU as Parker would put that).

Michael Foreman's black-and-white illustrations are witty and apt, though this less adventurous collection has not teased from him work of the character and quality of his drawings for Helen Nicoll's splendid companion volume, *Poems for 7 Year-Olds and Under* (now in Puffin, £1.50).

Poems: A Biography, by Richard Ollard (OUP £3.95) has taken 10 years to make it into paperback, but was elegantly illuminating adjunct to *Diaries* it will probably never be rivalled.

Memoirs of My Life, by Edward Ollard (OUP £2.50) is a new version of a classic autobiography with notes and an excellent introduction.

Mental block

School's Programme On Mental Handicap Price £5.00 St Michael's House, Upper Kilmacud Road, Sillorgan, Co Dublin, Ireland

Many adults lack the requisite social skills for relating to people with severe learning difficulties (conventionally known as the mentally handicapped). This is the result of ignorance, misinformation and lack of contact. Segregated education and care systems mean that most people have virtually no dealings with them and consequently labour under misperceptions and possibly negative attitudes.

Experience and research evidence also show that the barriers to understanding and interaction can be overcome. Simple contact is often enough to start undermining the barriers. A great deal more can be achieved, however, when interventions are made as planned and enlightened way. This is precisely what the *School's Programme on Mental Handicap* sets out to achieve. It aims to introduce secondary age pupils (15-17 years) to mental handicap.

The material consists of 11 fact sheets presenting basic information on key aspects of mental handicap; two discussion papers; three information diagrams; and a student session sheet containing possible project topics. There are also audio-visual materials (videotape and transparencies), which are not available for review, as well as teacher notes and resource books. The programme is intended to be carried through in six class periods and includes contact with people who have severe learning difficulties.

The programme can be highly recommended. Teachers who are themselves unfamiliar with the area will not only learn a good deal about people with learning difficulties, but will also find a reaching approach and adequate resources for helping pupils toward a better understanding of these often ignored fellow-citizens. It is likely that the programme will provide material for more than six lessons, but that is surely a bonus rather than a defect.

Seamus Hegarty

notes

VIDEODISC NEWSLETTER Videodisc is attracting increasing interest from education and training. Videodisc Newsletter is a concise and readable source published by the British Universities Film and Video Council and edited jointly by Elizabeth Oliver of BUGC and David Clark, Director of the University of London Audio Visual Centre. It includes short articles, reviews of discourses and news of conferences, workshops and technical advances. The newsletter is nicely layout and includes photographs. Would-be subscribers should send £5 to BUGC at 55 Greek Street, London W1.

Next week's Resources page will carry a report on the National Videodisc Video Centre which opened in London last week.

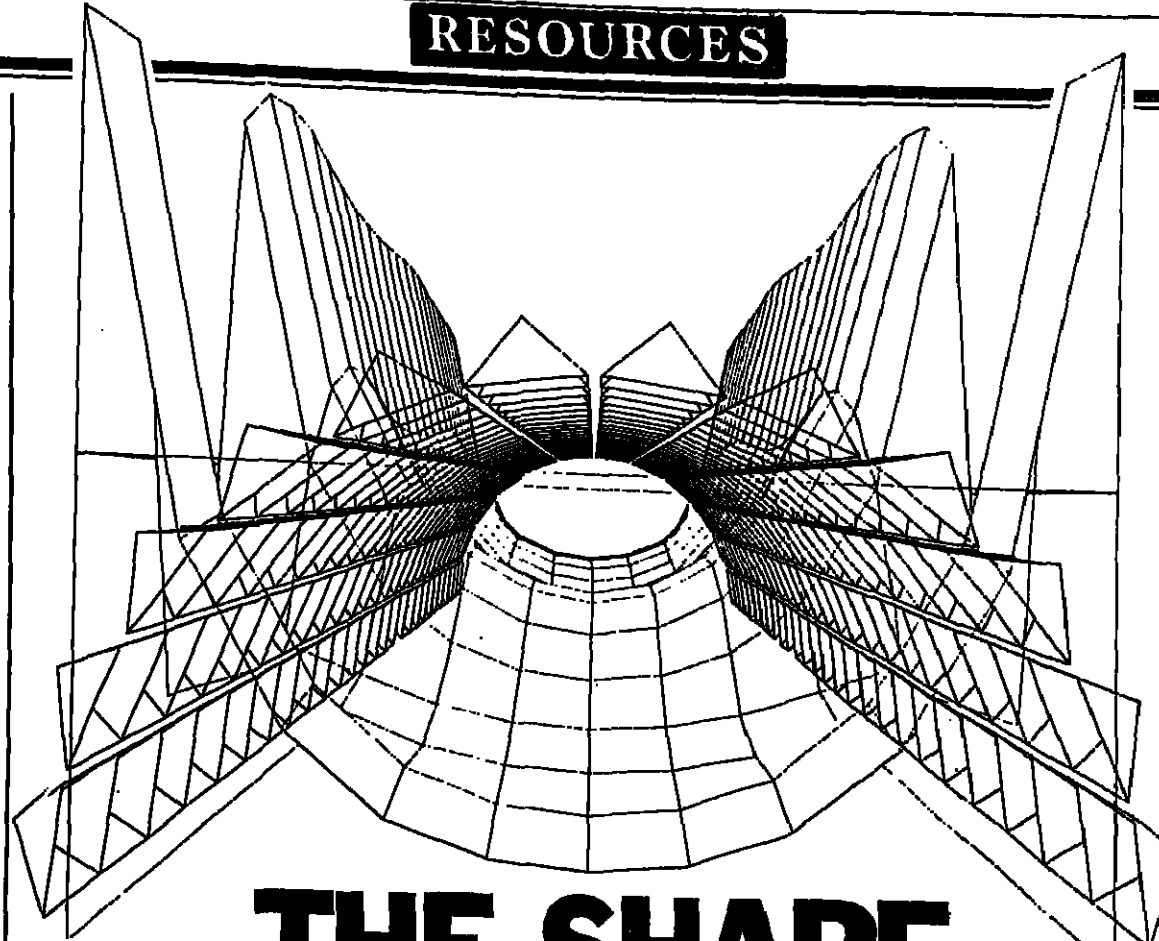
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RESOURCES



THE SHAPE of things to come

Jack Cross visits a futuristic exhibition of information technology

You leave South Kensington tube station by the subway marked "To the Museums" and, surrounded by families visiting or revisiting brontosaurus, make for the Natural History Museum. In the gardens in front of that eminently energetic Victorian edifice you will come across a place of architectural fantasy which might have dropped in from another planet. It is the translucent pavilion designed to house a travelling exhibition of information technology which IBM is taking around Europe. The tour will take three years and will visit 20 sites in 14 different countries. *Exhibit* "contains the most extensive array of IBM technology and scientific applications ever put together in Europe and may be one of the largest mobile exhibitions of its kind in the world." There certainly have been few to match its lavish provision of accommodation, equipment, staffing and literature.

Renzo Piano's elegant "greenhouse" - an opalescent, quasi-organic, crystalline structure of wood, polycarbonate and aluminium - is itself a symbol of what the exhibition stands for. It works on a practical level, in spite of the most exacting specifications; it has to travel, be quickly erected and dismantled, and cope with climates as different as Madrid in summer and Oslo in winter. It also has a cool, futuristic beauty. It was, of course, designed with the aid of a computer.

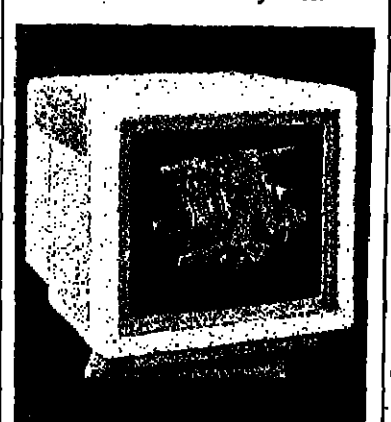
The building is featured in three of the stands. Stand 11 consists of an IBM 3250 Graphics Display Station which demonstrates, on demand, how the structure's basic forms were drawn directly on to a screen with a light-pen and how its details were developed and transmitted on-line to designers and manufacturers.

The purpose of the exhibition - apart, of course, from reinforcing IBM's reputation in the hi-tech field - is to inform and excite young people. The chairman of IBM UK suggested in an introductory speech that it might also help to remove some of the fears older people have about computers. It may well do so. Certainly it only shows humane and helpful scientific applications; nothing inimical (or military) is allowed to cast a shadow on this portrayal of a sunrise industry in action. Perhaps the experts are a little complacent about the inherent "user-friendliness" of voice-responsive terminals; more than one eminent visitor confessed to feeling dazed when talking to a machine.

The "Adventure in Technology" is a trail through a big field, from the production of a memory circuit to the development of the 64k bit chip (a remarkable transparent, bluish-grey one of these could provide a term's study for an electronics class); applica-

tions include robotics, computer simulations, interactive devices, the uses of holographs and lasers, the plasma screen and scanning tunnel microscopy. Everything is handsomely displayed and, where necessary, IBM employees (many of them trainees) are on hand to demonstrate the devices and describe their significance. It's just as well they are; the printed labels are not easy to read or comprehend.

The layman cannot fail to be impressed, though he may find it difficult to become fully engaged. There are real, perhaps insoluble, problems in presenting technological developments in an exciting way to someone who is unfamiliar with the genre. The marvel is how each machine works, rather than what it visibly does.



A robot responds to requests to sort out real counterfeit "coins" - it does so, of course, over and over again. Unless you know something about control technology, you nod and move on. There are masses of figures to impress you. "The complete logic for an IBM 3081 system - nearly 80,000 logic circuits - only covers four TCM (thermal conduction module) boards, each weighing 29 kilograms." It needs a young demonstrator to convey the significance of a thin-film head which, used in a disk drive, can read and write three million characters per second.

The organizers do seem to have missed a few obvious tricks. Exhibit 18 is a holographic scanner, of the kind which, used at a supermarket check-out, can read the bar-code on any article, regardless of its position. Why didn't they incorporate a few tens of bones, instead of relying on verbal descriptions of this real-life application? Perhaps we've all been spoiled by television. A lot of the developments on show have been featured in *Tomorrow's World*.

Students of physics and electronics, however, may find a lot of it out of their depth. Happily though, there really is something for everybody and,

perhaps surprisingly, it is a sense of beauty. Some of the visual effects are stunning. There is one demonstration of high resolution single-colour (red on black) computer graphics which looks like a series of variations on a theme by Mondrian or Rothko. An increasingly enlarged and refined close-up of a virus bursts into colour, to look like an intricate Persian carpet. Four films and the book of the show (on sale for £2.50) emphasize the relationship between technology and art.

There are, of course, quite a lot of personal computers about. One carries programs designed by IBM in Paris to teach hearing-impaired children to speak. Teachers who have worked with UK SEMERCs (Special Education Microelectronics Resource Centres) might like to compare them with the equivalents we have produced here. It would be interesting, too, to see whether the Microelectronics Education Programme, plus the massive sale of home computers, has produced a generation of sophisticated young consumers who, as may be possible, find the computer games and teaching programs on show rather pedestrian compared with what they are used to at school or home.

About *Exhibit* as a whole, the organizers have few doubts after Paris. IBM's John Wells talks about one small boy who insisted on coming back every day it was on. A computer-based questionnaire near the exit records young visitors' views about technology and these are to be compared with those of others in the same age groups in the other countries which are to receive the exhibition. The feedback from this research should be of interest to educators everywhere.

All schools should have received information complete with reply-paid cards. Anyone who would like to conduct a school party can contact IBM on 01-928 1777; they won't be able to book them, but will receive a package. Individual visitors can book time in a kiosk situated on the steps of the Natural History Museum.

Networks

Every local education authority should introduce technology as an O-level subject into some schools by December 1986. That was the target announced by the Minister for Information Technology, Mr Geoffrey Pattie, MP, when he opened last week's Design and Technology Education Exhibition at Wembley. The Department of Trade and Industry aims to promote technology as a subject that develops the practical and problem-solving skills which are required by industry. And judging by the exhibits all around, they were keen to demonstrate its value to other curriculum areas like science and computer studies.

In among all the stands promoting broadcasting initiatives, industrial products, educational schemes, and school work in enamel jewellery, glass, furniture making and electronics, there was a strong sense of collaboration, at least among the more technological subjects.

One stand in particular illustrated the degree of cooperation. That was SATROs, the 40 Scientific and Technology Regional Organizations which come under the wing of the Standing Conference on Schools' Science and Technology. Their aim is to create a network, across the United Kingdom, of teachers developing their own hardware, software, and electronics, courses, and their boast is that their network can provide all the member groups with very cheap and cost-effective training and resources.

The evidence for this was provided by Alan Hedley of the Newcastle group, Nestec (Newcastle Science and Technology Education Centre). He was able to demonstrate a small micro-lattice and a computer buggy. Both came in kits and could be put together by the pupils themselves. The thinking behind them, he said, was not just the cost saving - the lattice is available for £98 (compared with £1,889 + VAT for Colne Robotics' Colne 5 lattice) and the Step 1 buggy for £40 (the BBC buggy costs £164.35 + VAT). Both came in a very basic form, but the philosophy, he said, was that pupils must learn how to construct them. Having done that, they would understand how to dismantle and repair them and even build any necessary accessories themselves.

Another aim of SATROs was to bring science and technology teachers together. According to Ken Doble of the DTT's Industry/Education Unit, there was a traditional barrier between them, the scientists being the academics, the technology teachers being the manual workers. It was essential to bridge that gap. Alan Hedley reiterated this. Apparently he increasingly has science and computer studies teachers coming to him for advice on technology.

If the idea of cooperation between subjects is relatively new to teachers, it is one that many pupils are now growing up with. The fourth form of ILEA's Holland Park School rolled up on Tuesday in two minibuses, armed with computers, lathes, buggies and vices. One boy was working on improving the electronics circuit of the ILEA buggy, his friends were programming the buggy on the computer. Others were designing and building a pneumatic stretcher.

These were the "workers on the shopfloor", supervised by their technology teacher. Perhaps they were the lucky ones in the large modern schools with all the necessary resources. But, at least as demonstrated by the exhibition, there seemed to be a whole support system in the background for any school to draw on. In this instance it was the ILEA Design and Technology Centre (the ILEA SATRO), which was being backed up by the national network.

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stressed and too many seem mere classroom drill. A composition becomes an exercise in thinking "how you will use careful paragraphing" to achieve "added clarity". More emphasis on content might, perhaps, have been

appropriate. **David Self**

Scenario for software

Brent Robinson on computers in the language arts curriculum

There are two ways in which micro-computers should affect the language arts curriculum. First, they should enhance the learning experiences which teachers already attempt to provide for pupils; second, they should extend what pupils already encounter. Unfortunately, we have yet to see either objective widely implemented in software development or in computer deployment in the classroom.

It is no wonder, therefore, that those English teachers who dutifully explore the new technology so often return to their classrooms in dismay. Far from enriching teaching practice, the software they are offered embodies much that they have rejected in their own teaching. Too often, programs constitute little more than electronic worksheets of the worst drill and practice kind. It was as if the Bullock Report had never been read by the software designers. Indeed, it probably never was, since software production in the language arts has been caught in a vicious circle.

Some of the first programs we saw for the classroom micro came from the United States, where the learning model was based on Skinner rather than Piaget. When software came to be designed by native programmers, the tendency was to employ again the behaviourist model of learning since it could be readily implemented on a computer.

Then, when teachers themselves became involved in software design, they drew upon their own experience in science and mathematics rather than upon the arts and humanities. The designers were not attuned to the aims and needs of present day English

teaching, so the software which was offered to English teachers was narrow in the extreme.

It is somewhat of a paradox that the majority of those English teachers who saw this software rejected it, while those who shunned the new technology would probably have been more sympathetic to the aims and methods of the software had they seen it. I do not wish to argue the case here for such software or for such teaching methods. Suffice it to say that I do believe there is still a place for some drill and practice, particularly where individual pupils need remediation in their acquisition of language mechanics.

What concerns me more is that so many innovative and forward thinking teachers of English might have been turned away from computers precisely because this type of software is all that they were offered. With a few notable exceptions, the software has simply shown them a wide mismatch between their own language arts curricula and the activities supposedly offered by computers in the language arts classroom.

What we desperately need is a dynamic dialogue between computer engineers, software designers and these active English teachers. In the Department of Education at Cambridge University this has already begun. In 1981 a seminar was sponsored by Brynston Audiovision, a company specializing in the production of educational audio-visual material. The brief was:

... to look at the possibilities opening up in the humanities and also the dangers, to see if it might be possible to outline a coherent approach to technological change in accord with a

philosophy of education rooted in the humanities, and to suggest the kinds of material that would help schools to make educationally effective use of microelectronics.

The book from which I quote (*Teaching Humanities in the Microelectronic Age*, by Anthony Adams and Esmer Jones, OUP Press 1983) was a direct result of that seminar. Another was an increased awareness and exploration of microcomputers in use with both student teachers of English and with pupils. Through the numerous links between the university's Department of Education and schools, it has been possible to identify and communicate with the small band of teachers already engaged in English activities with microcomputers, and to extend that expertise into other teachers who have exciting ideas but who are unfamiliar with the technology.

A number of software projects have been formulated and a software house, Cambridge Language Arts Software Services (CLASS) formed to disseminate the programs, starting this autumn.

This software is designed to enhance the language arts curriculum, providing new methodologies and exciting new contexts for developing conventional skills in the four modes of reading, writing, talking and listening. But enhancement of the curriculum is not the only way in which computers are relevant to the language arts.

Indeed, my own first acquaintance with them had little to do with anything that I was already teaching. Rather it was sudden, realizing that the computer was a language user in its own right, with its own idiosyncratic

stylistic conventions. I came to see that the increasing utilization of computers at all levels of society, in school and beyond, had serious implications for teachers of the language arts.

If pupils are to remain literate in their future lives, it is important that they have a facility in electronic as well as conventional print media. Computers are increasingly used for the creation, storage, manipulation and transmission of print. We must be sure, therefore, that our concept of literacy encompasses the linguistic skills required by the new electronic media. Pupils must be able, for example, to read an electronic screen; to retrieve information from an electronic database and to use a keyboard.

Arguments may be raised about the relative importance of these skills in future years as new methods of computer-human interaction (like voice recognition and synthesis) are invented. But these advances are unlikely to replace wholesale earlier forms of communication.

English teachers today place considerable emphasis on all four communication skills - reading, writing, talking and listening. They are complementary rather than mutually exclusive. Not one has any inherent superiority over the others. Rather, they all depend for their effectiveness on the subject, purpose and context. So, too, with computers.

While it is likely that we shall see a multiplicity of means for communication between man and machine (some of it non-verbal), much of it will still involve language, both spoken and written depending on the situation, because of its sometimes unique ability to convey the complexity and subtlety of man's thought.

To some extent, of course, pupils will gain the requisite linguistic familiarity with computers as they meet them in a computer-enhanced language arts curriculum. There may be dangers, however, if we provide no more than this. We do not yet know

the degree of skill transfer between electronic and conventional media. Besides, computers have their own idiosyncracies with which users must contend and in which they might need explicit instruction.

Early studies would indicate that some readers do experience perceptual difficulty reading dynamic pin displays. Fluent readers might experience cognitive difficulty in the way an electronic database can store and manipulate information. Keyboard input involves very different motor skills compared with orthography. Even speech input, when it comes, might have an important bearing on individual pronunciation and speech patterns as well as on vocabulary and syntax.

The implications for the language curriculum are as yet unclear. Some of the issues have still to receive serious investigation - particularly among children. Others have findings which need to be collated from industrial and military sources for dissemination among educationists.

At Cambridge we hope to embark upon this in the coming three years. We are at present approaching a number of institutions, locally based micro-computer manufacturers among them, to establish working relationships and to negotiate funding for research into the linguistic factors of computer and human interaction. We then hope to provide both theory and resource materials to extend the literacy which forms so major a part of any language arts curriculum.

In the meantime, in accord with our policy, we would be very keen to hear from anyone with any experience, interest or ideas in this new and exciting aspect of English teaching and learning.

Brent Robinson is about to take up a *lectureship in the Education Department, of Cambridge University, where he hopes to conduct research into microcomputers and English teaching.*

Poetry Carnival UK

continued

Anne Stevenson, and the days are blocked into units.

Each unit is an hour long, and provides a choice of four to six poetry activities - workshops, readings, poetry through dance, drama, art, music, school presentations, and verse speaking. Schools decide how many pupils they would like to attend, and which events.

At any given time some 200 pupils are being engaged. One of the units is specifically designated a "community" unit, so that members of the public as well as specific community groups may participate. In fact, many of the acts are drawn from the community, which means their participation is three-way: participants, audience, and sponsors.

This last category deserves special mention. The aim of PCUK is not to charge exorbitant ticket prices. On the contrary, Southampton PCUK is attempting to make all its day events free, as an incentive for schools to attend. Unless a very generous grant is available, sponsorship is therefore imperative. A systematic campaign to raise money is necessary.

To do this it is worth considering that personal contacts are the most likely source - if every member of the committee asked his or her bank, building society, bookshop, local shop ... and it is always more attractive to have help - relate the sponsorship to some specific event.

Finally, as Michael Rosen said, "everything is down to your own bat - to local initiatives". But he went on to say: "In future years PCUK can be more coordinated".

It can if its first year is successful, if enough people care enough about poetry to make the carnival really happen - celebrations require celebrants, not indifference. Posters, handbooks, and advice are available.

David Orme is anxious to hear from anyone who wishes to participate. Do contact him at The Schools' Poetry Association, Twyford School, Winchester, enclosing a SAE.

Denying the imagination

by Roger Knight

In his excellent *Literary Education: A Revaluation* (1983) James Gribble argues that it is widely assumed by English teachers that literature "is just a semi-fictional way of analysing moral and social problems". This is uncomfortable near to the truth. For anyone who has kept an eye on the development of English studies over the past couple of decades there can be no doubt that the climate has not been favourable to an appreciation of what - if those studies are to have any value or justification at all - is their *sine qua non*: the life of the imagination.

One speaks very generally, as one must, in dealing with large movements of thought within the compass of a short article; but exemplars are to hand to show the influences in which such movements issue. When David Holbrook, attempting to describe and defend the "real discipline" of English studies, says that "what we have to do is to attend to a voice, which speaks something to us - an experience of 'life', an imaginative moment, a symbolic expression drawn from experience, inner and outer", he acknowledges that his language is "old-fashioned" (1983).

For many English teachers Holbrook's *English for Maturity* (1961) had made that formulation real; it had provided a rationale and a programme for English studies within which school teachers could feel that they were in touch not only with traditions of English teaching at university level but with habits of thinking about the contribution of the arts in a civilized society.

It is, on the surface, the more surprising that for the Bullock report (1975) - only the second comprehensive survey of English teaching in the history of education in this country - Holbrook's voice is neither directly to be heard nor even acknowledged as important.

The omission is highly instructive: literature, says Bullock (banal and unmemorable) "confronts the reader with problems similar to his own, and does it at the safety of one remove". Books compensate for the difficulties of growing up. It is the utility view of literature, come speedily to fruition in a climate where the disciplines of the social sciences enjoy (enjoyed?) a credibility denied to those who would argue the case for the arts in that "old-fashioned" language of the imagination.

A great gulf divides those who use and are at home in that language from those to whom it is either meaningless or the invention of a self-authenticating bourgeoisie of letters. Teachers of English on either side of that gulf look across at one another as at benighted aliens. Recent books calling for the English teacher's attention make that disconcertingly clear. "In the very greatest writers," says Helen Gardner, "I am less conscious that I am seeing the world through their eyes than of the reality, solidity and fullness of the world they create, and of their truth to my experience of myself and of my neighbours" (*In Defence of the Imagination*, 1982). Helen Gardner joins hands here with the Coleridge who says of the single perfect word in



Shakespeare that it gives us that feeling of reality which "heats and burns, makes itself felt. If we do not grasp it, it seems to grasp us". Both recognize the power of the imagination not only to disclose but to create realities of which we would otherwise have no knowledge. In both critics we find the notes of delight, respect and submission, the last of which implies no meek surrender of one's grasp on the meaning of one's experience but gratitude that a finer spirit has illuminated it.

Against those testimonies place the words of a thoroughly contemporary critic-guru. "Given a deep enough transformation of our history," says Terry Eagleton (*Literary Theory*, 1982) "we may in the future produce a society which is unable to get anything at all out of Shakespeare". Were such a transformation to occur Shakespeare's works "might simply seem desperately alien, full of styles of thought and feeling which such a society found limited or irrelevant". "It seems to me dogmatic not to entertain the possibility that it might arise from a general human enrichment". This is profoundly unimaginative. To entertain that "possibility" is just a barren game, useless as a guide to judgment and

action. To envisage (indeed even, as an English-speaking person, to speak of) a general human enrichment is to be calling upon a sense of value to which Shakespeare's work has contributed in no small degree - a sense of value evoked by George Steiner when he speaks of the "in-dwelling of Shakespeare's voice and invention in every fibre of Anglo-Saxon consciousness" (*George Steiner: A Reader*, 1984). More generally, but with equal pertinence, René Wellek reminds us that "The total meaning of a work of art is a social and historical fact: it is itself part of man's created reality" (*The Attack on Literature*, 1982). It is from his inescapable position within such a reality that Eagleton claims to be able to entertain the possibility of a society rich in the absence of Shakespeare - a society in which "Shakespeare would be no more valuable than present day graffiti".

Literary Theory, both in its title and its impact (it was very soon reprinted) signifies something of our present difficulties in the field of English. It came out at a time when the question of what we mean by "literature" and what the theorists have to say about it was very obviously reflected in the publishers' lists: it sometimes seems that it is more important to find your way amongst the theories of literature than actually to read the stuff.

Eagleton's purpose in the extracts I have quoted is to advance the view that "Shakespeare was not great literature lying conveniently to hand, which the literary institution then happily discovered; he is great literature because the institution constitutes him as such".

A view which so blatantly discounts both the actual history of Shakespeare's impact on English culture before he was made into "literature" and the witness (for example, Coleridge) of any number of sympathetic imaginations need hardly perhaps detain us. And yet the retreat from judgment displayed here (it is easy enough to see that if you accept Eagleton's view you might as well stick to graffiti. Why struggle with anything more complex when history will prob-

continued

Poetry Carnival UK

Introduced by James Sale

"Carnival... a time of luxury" (Dr Johnson's *Dictionary*). To talk, then, of a Poetry Carnival UK (PCUK) is to double one's sense of astonishment: can such opulence be? Music, art, theatre regularly celebrate themselves; but not poetry. Yet next March a series of events is scheduled to happen which should reawaken public interest in our greatest, though curiously most neglected art.

PCUK began with a group of enthusiastic individuals meeting in London during 1983. After a year's deliberations PCUK seemed no further forward, for there were those who thought that guaranteed and enormous funds were necessary before any steps were taken.

Naturally, nothing was available for a project that hadn't even begun. An initiative was needed. In January this year, Michael Rosen and David Orme held a meeting at the National Poetry Centre. Teachers, advisers, administrators agreed: PCUK had to happen.

The idea was simple: March 1985 to be PCUK events month. Thus: inform colleagues, call meetings, advise interested bodies, raise sponsors, generate publicity, devise programmes, involve schools, attract the community, book poets, and make March 1985 count for poetry. So, a display of poetry work by a class would be as much part of PCUK as elaborate plans to book prestigious venues with well-known poets. Ultimately, desire and effect should be the same: to raise the status of poetry and increase poetry awareness.

On March 1 London kicks off PCUK with a day event at the Riverside Studios. What has happened so far, and what could happen?

The Schools' Poetry Association is acting as the information and advice centre for PCUK developments, and is producing free poetry carnival posters (designed by Dave Eyre) for distribution to those involved, and a "PCUK Handbook" (price £1.25).

Already with PCUK are: London, Cleveland, Hampshire, Buckinghamshire, Surrey, Bedfordshire, West Glamorgan, Bristol, and Plymouth.

Typical activities planned include: literature festivals, poets in schools, readings, street processions, touring poetry cabaret acts, balloons and banners events, workshops. There is still plenty of time for others to organize their own PCUK activities, and it is hoped they will. Perhaps this sounds too daunting, but it shouldn't be.

Modest proposals for a school participating in PCUK might be: entrance hall display of children's poster poems; visiting displays by local bookshops; preliminary visits to stimulate writing of poetry by enthusiastic contacts; an anthology; use of the BBC programme which promotes PCUK - *Poets Talking*, broadcast March 7, and *Poetry Festival*, March 14, (producer, Jane Whitaker); performances by children; listening to tapes of famous poets; focus on a poet for a week; visit

from county library service; riddles, corner and competition.

The financial outlay here is not large. For schools wishing for more, then there are the art associations to assist financially with a poet's visit; a joint project with neighbouring schools could increase the scope of possibilities, and would be a step in the right direction.

On a larger scale, how does a county become involved? The key person is often, though not necessarily, the county adviser for English - Lewis Britton (Barnet), Gordon Hodgson (Cleveland), R C Hancock (Bedfordshire), Colin Tindall (Hampshire) have all taken initiatives in forming committees from which an organizational structure could evolve. Contact advisers, then, would be a start. Once an enthusiastic committee is formed, obstacles become less formidable.

Hampshire, for example, has problems of sheer geographical size: it is necessary, therefore, to have a central coordinating committee plus area sub-committees. The latter grow from the former as the central committee provides clear direction. This happens when committee members have two essential qualifications: commitment and expertise.

Commitment means willingness to take an active role - chairman, secretary, liaison officer, fund-raiser, book-keeper. Expertise means that those invited should come from a wide range of backgrounds - teachers, certainly, and abundantly, but also art association representatives, leisure service officers, art and teacher centre directors, writer group leaders, theatre group directors, lecturers, librarians.

With these, as Hampshire's experience shows, possibilities abound. Currently, for the purposes of PCUK, Hampshire is divided into four areas: yet there is no similar pattern of events emerging in any two of them. Southampton is, perhaps, mounting the most ambitious Hampshire PCUK contribution.

With the close collaboration of the city leisure services, the support of writers and theatre groups, schools, local businesses, even the mayor (financing and presenting a poetry prize), the Southampton PCUK sub-committee (chaired by Lance Hawn, Hampton Park School) has booked the Guildhall for two solid days, March 26 and 28.

The evenings are devoted to well-known exponents of poetry. The Liverpool Poets, Gavin Ewart, *continued*

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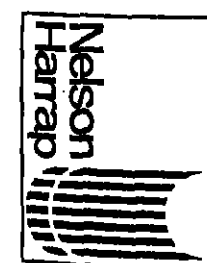
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Denying the imagination

continued

ably eventually level it down to a common insignificance?) is part of a wider distrust of the arts and of the imagination that has its palpable effects at all levels of the education system and most particularly in the discussion and teaching of English.

Holbrook's description of the "real discipline" of English studies (with its talk of "an imaginative moment, a symbolic expression") is implicitly an object of contempt for a critic who, himself reviewing the history of English teaching, can confidently pronounce "concepts of moral function and poetical truth" incomprehensible unless "guaranteed by technical criteria" (Brian Doyle, *Some Uses of English*, 1981). When the imagination is discounted in this way (Terry Eagleton's name is amongst the acknowledgements prefacing Mr Doyle's study), English in the secondary school lies wide open to the crude instrumentalities of politically motivated teachers for whom the idea of a literary canon and a tradition is a form of oppression to be exposed and resisted.

At its extreme it is a resistance that rejects an engagement with "largely

inert literary texts" (sic) and advances the claims of those "liberationist teachers of English... massively concerned with developing pupils' discriminating powers, which enable them to combat racism, sexism and pornography". ("The Politics of discrimination", *English in Education*, Autumn 1983). The language of the imagination gives way to the greyscape of "issues".

"The new forms of talk about literature" says Martin Dodsworth in the *Pelican Guide*, volume 8, "have virtually nothing to say about either pleasure or judgment". English teachers at all levels have traditionally worked in an area where considerations of language irresistibly entail matters of judgment, judgment that will usually have in it elements of the provisional, tentative and personal.

The climate I have described is not hospitable to such a definition of judgment. In America the devaluing of the imagination is reflected in "even reputable" American universities where Tazman, *The Wizard of Oz*, Mickey Spillane's *The Big Kill* and the *Story of O* are included in literature courses. (René Wellek) At the level of the secondary school in this country the Eagleton brand of defeatism - for that, despite the buoyancy of his writing, is what it is - tends to a myopia

for which the accessibility and even social relevance of texts become exclusive criteria.

How many children leave school having laboured with their teachers through the words of the Beatles song *She's leaving home* - a string of maudlin banalities - because "it's their world"? Poetry, real poetry, has never been harder to teach. And it will not become any easier in a period receptive to modern prose translations of Shakespeare that get rid of all that tiresomely knotted poetry, that deny the imagination.

Of course the picture is far from entirely black; but this is certainly a time for the restatement and defence of convictions (as in James Gribble's book) as it is for noticing and recommending books that will strengthen and confirm them. For myself, recent collections by William Golding (*A Moving Target*, 1982) Philip Larkin (*Required Writing*, 1984) and W. W. Rieu (*The Definition of Literature*, 1982) all perform that welcome function as well as communicating acceptance of the fact that, as Larkin says, "at bottom poetry, like all art, is inextricably bound up with giving pleasure".

Roger Knight is Editor of the *Use of English* and Senior Lecturer in Education in the University of Leicester.

The second R regenerated?

by Roger Beard

The 10 years since the Bullock Report have seen a remarkable growth in research and publications on language and literacy in the primary and middle school years. Interest has been sustained since then by the publication of a number of research projects and the tendency for more and more schools to draw up their own language policies.

Throughout that time, the related professional associations have played helpful supportive roles, and the National Association for the Teaching of English and the United Kingdom Reading Association have both recently celebrated their twenty-first birthdays.

Yet for much of the post-Bullock era, writing has not received as much attention as reading, or talking and listening. In terms of publications, reading has received the lion's share of attention. Other than William Harpin's research (published in *The Second R*, Allen and Unwin, 1976), the filtering down of ideas from James Britton's research into secondary school writing and the occasional

"creative writing" book, writing has not been subjected to the continuing inquiry which has been addressed to the other language modes.

Now, at last, there have been several significant developments in the study of young children's writing, its early growth, its long term development and various aspects of the process of writing itself. Interest in all of these, and particularly the third, is likely to receive a further boost with the use of word processors in primary schools. The importance of such developments is partly reflected in the plans for an International Writing Convention to be held at the University of East Anglia next April.

In early writing, there has been renewed interest in the linguistic and psychological adjustments which young children have to make in the shift from spoken to written language. In a complex and speculative book, *(Learning to Write)* Routledge and Kegan Paul, 1982, Gunther Kress has analysed the struggle which children can have in adapting their understanding of the loosely "chained" clauses of speech to the more "formal" structures needed in writing.

The differences between speech and writing have also underlain research at the Ontario Institute for Studies in Education by Carl Bereiter and his colleagues. In one of several papers published in different volumes, Bereiter and Scardamalia reiterate the importance of recognizing the adjustments which children have to make in moving from talk to writing: from oral to graphic expression; from face-to-face communication to communication with a remote audience; and from the integral use of inputs from a conversational partner to the development of a language production system capable of functioning autonomously (in Glaser B. (ed.) *Advances in Instructional Psychology 2*, Lawrence Erlbaum 1982).

Recognition of the first two points is reflected in many primary schools with the widespread use of "language experience" approaches. The implications of the third point, the production of language without a conversational partner, may not be so well appreciated.

However, it is on the third point that Bereiter and his colleagues have focused their research, as it links with their major interest in the *composing* of writing. One of the main implications of recent research on the process of children's writing is that it needs to be seen as far more than putting pen or pencil to paper, even though the latter, *transcribing* skill involves a complex combination of left-to-right directionality, handwriting, spelling and so on, likened by Frank Smith (in *Writing and the Writer*, Heinemann, 1982) to a tapestry. As well as composing and transcribing, the process of writing can also be seen to include *reviewing*, although, obviously, more complex models of the writing process can be developed. Although, however, the potential of word processors in improving the

of composing and reviewing.

"Composing" centres on the "what" of writing, the search for content and its appropriate organization. The nature of composing processes in young children's writing is unclear. Bereiter's research has examined the value of children being encouraged, for example, to "brainstorm" ideas, before using them in writing; to decide upon "ending sentences" to help plan stories; and to list "structures", such as points for instructions or items in a report. While none of these techniques offers panaceas in any large composing, the results of the research do seem to indicate that certain "tools" may be worth trying to build in to some challenging writing tasks, such as the writing of reports in science, or extended stories and arguments.

"Reviewing" can take the form of a number of activities, from basic proof-reading to substantial redrafting. "Drafting and redrafting" has become rather a slogan in some INSET circles, due to the influence of Donald Graves' work in the USA (*Writing: Teachers and Children at Work*, Heinemann 1983). Richard Blinn's current very detailed and revealing insights into the role of drafting processes with other pupils who experience significant difficulties in writing (see his paper in Clark M M and Glynn T (eds) *Reading and Writing for the Child with Difficulties* University of Birmingham, 1980). Such influences can certainly be very positive. Teachers who demand a regular output of immaculate final (and only) draft writing can face children with unrealistic constraints.

Nevertheless, it could be valuable to allow the drafting a disproportionate part of our thinking about children's writing. Many outstanding pieces have been written by children without substantial redrafting. Children may near their optimum output at the first attempt and find the teacher's exhortations to redraft every time to be tedious and frustrating.

It is not clear how far such frustration is related to the chore of crossing out, modifying and rewriting the original draft and how far it is related to children's psychological development as a critical audience of their own and others' writing. This is one of the issues on which the introduction of word processors into primary schools might well shed some light.

Current research by Celia Broderick and her colleagues at the North East London Polytechnic suggests that fourth-year junior school children do seem to make significant developments in both the reviewing and composing aspects of their writing, once they have become familiar with word processor facilities and had some experience in using them.

If schools can afford this additional resource, the familiar problem of "who" and "when" will arise when the use is planned. However, the potential of word processors in improving the

The second R continued

children's self-concepts as writers could be an important consideration when deciding priorities.

Such developments in the study of children's writing seem to offer fresh opportunities for strengthening what goes on in schools and what is made available in initial and in-service teacher education. This regeneration of the implications of the research of Andrew Wilkinson and his colleagues on the dimensions of longitudinal development in children's writing (*Assessing Language Development*, OUP 1980).

But such a regeneration is unlikely against a backdrop of wider language and curriculum issues.

It is worth asking what types of writing are being encouraged in schools. What, after all, is "creative"

to be really effective unless the context of children's writing is properly thought through. In a recent book, I have tried to set developments in the study of young children's writing about creative writing? Is there a place for the personal, autobiographical, "expressive" writing beloved by James Britton?

Can "factual" writing be developed from early explorations of the world around children to more precise informative and scientific reports, in which evidence is used to support generalizations? Are there opportunities for older primary children to develop the extended arguments which, according to HMI surveys, are rarely seen in our primary or middle schools. Could genuinely "persuasive" writing, aimed at changing someone's point of view on a topical issue, be of use here?

Such activities can be planned along-

side the more common writing of stories and poetry, possibilities for the latter being manifested in Sandy Brownjohn's recent books (*Does it Have to Rhyme?*, *What Rhymes with "Secret"?*) both Hodder and Stoughton, 1980 and 1982). The recent collection of papers (*The Development of Children's Imaginative Writing*, Croom Helm, 1984) adds depth to our understanding of the ways in which the powers of children's imaginations can be effectively released through the medium of the written word.

Roger Beard taught in primary schools in Oxfordshire and Berkshire and at Nene College, Northampton before recently becoming lecturer in primary education at the University of Leeds. His book *Children's Writing in the Primary School* was published by Hodder and Stoughton in August.

Of sunsets and snobbery

by Rodney Pybus

I suppose most schools have at least one: a teenager writer so precociously gifted that you fear the gift may vanish before adulthood, while you marvel at the present accomplishment.

There were two or three like this in the school which was my host for two years during an Arts Council Creative Writing Fellowship. Few schools have had an Arts Council writer for a year or two. It says much for its commitment to imaginative writing that I was the second fellow at Great Cornard Upper School, a comprehensive for 13 to 18-year-olds near Sudbury, in South Suffolk.

The basis of such fellowships is that the writer gives the institution on average half a working week. When I started I lived more than 300 miles from the school, so I put all my days into a block of some six weeks a term, working normal school hours. That was useful to me, but it also suited the school: timetabling in any large comprehensive makes it difficult to have access to all the students who might benefit if the writer is there on, say, Tuesdays and Fridays only.

I learned quickly that silence or a non-committal answer didn't necessarily mean boredom. Most of my own poetry, I think, is not likely to enter the school's "pantheon" of easily teachable verse, but the staff were a pleasure to work with. The head of English included me in the syllabus of modern writers studied at O and A levels by GCE students, and I was often pleasantly surprised at how some students, with little assistance, responded with insight and intelligence to writing I had thought beyond them.

But most of my time was spent talking not to whole classes about my own writing but to one, two or three young writers about their own work when they would otherwise have had English lessons. I think the staff were absolutely right in presenting me with a fairly wide cross-section of ability, encouraging many of the less academically gifted or inclined to come and see me. Talent is not conventionally distributed, and the most interesting young writers do not always come from the top of the class. Nor were they all cowboys - sometimes there were more volunteers than I could handle. I must have seen more than 400 students; some for a couple of visits only (when they discovered that "seeing the writer" actually meant writing), many nearly every week for a term or two, and a core of stalwarts who came at regular intervals throughout.

They wrote mainly poems and stories, usually between visits. I gave those who wanted them, ideas and exercises; they gave me enthusiasm and insight into some fascinating imaginations. From time to time pieces of writing would appear whose excellence was truly humbling. As a rule I tried not to do too much talking except in matters of practical advice about words on paper.

But of course we also talked about growing up, about school and home and jobs, the difference between the senses, what "feeling" means in literature, why Dickens can be difficult when you start on *Hard Times*, why it's good to submit to the necessity of writing in a book and the "same" story on television. I concentrated most on the value of wide reading, Edison's proposition of inspiration and perspiration (9 to 99) and the good use of the

concrete and sensuous rather than float on clouds of abstraction. Above all, the uses and value of the human imagination in a world where materialism, computers and television tend to receive most attention (none of which are much use if we forget how to use our imaginations, those creative muscles that so often atrophy after childhood).

There must be time in their lives, I told them, for what I call "serious day-dreaming" and what Keats called "solitary thinking". Also, to the amusement or incomprehension of some students (and one or two teachers?) I pointed out weaknesses of grammar, syntax and spelling. Yes, I know, we're not supposed to be prescriptive these days. But *pace* some linguists and some teachers, there's a whole universe of ideas and emotions that cannot be expressed in play-ground idiocies and mid-Atlantic videospoken.

What did they write about? Everything. Horses and dogs, girl-meets-boy, *Star Wars* sagas, nervy introspective Emily Dickinson-like poems and naive rhymes, ghosts in dark woods and muggings in New York, sunsets and snobbery, plane-crash thrillers and anti-nuclear songs, musings on the Meaning of Life, Saki-style sketches, factual accounts of pick-fishing and prose hymns to fast bowling.

And was it all worthwhile and successful? Was it "money well spent"? Impossible to quantify, of course, but I do believe it was, for reasons other than self-justification. Teachers told me they believed my presence was making a positive difference to the writing of those students who worked with me. I could see myself how many regular students learned to say things with more flexibility, variety and enjoyment.

They learned, too, that a writer is not just a name on a book-cover or the end of a poem. And I couldn't doubt the energy and commitment I saw going into their writing, their sketches, their "gripping yarns" or make poetic sense of the flux of experience, among all the competing attractions and duties.

"But you can't teach someone to be a writer, can you?" ask, rhetorically, the suspicious. Not "to be a writer", no. It was neither my purpose nor function, least of all with young people. But you can teach craft. Writing seems to be the only art form which people expect you to learn by osmosis or autodidacticism. "True ease in writing", said Alexander Pope, "comes from art, not chance." I'll second that, and I see nothing useless about trying to show young people that by their own writing and the appreciation of others' they may better enjoy and endure their lives. They won't get much of that from a VDU.

It would be dishonest to suggest that there were no low-points, but they were very few. I was disappointed by the weakening of creativity as the students grew older. I could never quite decide whether this was caused by adolescence or horrendous exam pressures. Certainly, there were few sixth-formers who felt they could devote much time to their studies. (In bear directly on writing, I was reminded, studying literature.) I was not surprised to find that many of the "do-it-for-me" types of inspiration and perspiration (9 to 99) and the good use of the

wretched, about five times a week, was the tiny number who read anything for pleasure - more demanding (or satisfying?) than the ubiquitous horror stories and romances. In 1984 England, however, I suspect this says more about me than it does about them. They were amazed and scornful when I suggested that such books were a waste of good trees.

And the "brilliant creatures" I mentioned at the start? They knew what they were about and quite properly most of my suggestions were politely considered, then ignored. They will write later on or not, as they see fit. My job was to encourage them, not to act as fortune-teller or literary careers officer.

I was very fortunate to find an English department where the head, Jack Hyde, and his colleagues were unfailingly helpful, interested and appreciative. (Alas, it is not always so.) And I must not omit one of the great benefits of the fellowship to me: I managed to complete a new collection of poems, and the Arts Council and the school between them removed for two years that remorseless drag on a writer's energy, financial pressure. I told my students about that, too. The Arts Council, however, in its recent "gardening" exercise, has killed off its fellowship scheme, leaving with much other support for literature, ignoring the truth of Bacon's remark that "money is like muck, not good except when spread".

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This checklist was organized, under the headings "Content", "Point of View", "Register", "Organization", and "Mechanics" and it was given to pupils with supporting explanation and discussion before the writing.

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Colin Peacock is Lecturer in Education in the University of Stirling. The report of the project - *Success in Writing: a classroom study with slower learning pupils in three Scottish secondary schools (S3/S4)* by Colin Peacock and Angela Roger - can be obtained from The Scottish Curriculum Development Service (Edinburgh Centre), Moray House College of Education, Edinburgh EH8 8AQ. Price £2.50 plus £1 postage and packing.

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Tel: 01-494 1222

Required for January 1985. Scale 3 Head of Art plus 1st Deputy.
Applications from candidates able to teach art throughout the school and also to lead the work of an art department in a curriculum area involving art, woodwork, metalwork and technical drawing.
Application forms and details from the Head (S.A.E.) Closing date: December 14th 1984. (42818) 131218

STOCKPORT

REQUIRE FOR JANUARY 1985
HEAD OF ART Scale 3
Ref: 2441
COMPREHENSIVE SCHOOL
Hartwood Lane, Romiley,
Stockport, Cheshire, M20 9JL
Tel: 01-494 1222
A suitably qualified and experienced teacher required to organize and teach the subject throughout the co-educational 11-18 mixed comprehensive school of 600 pupils.
Application forms obtainable from and returnable to the Headteacher, quoting reference by 16th November 1984. (42934) 131218

Scale 1 Posts

CAMBRIDGESHIRE

HUNTINGDON AREA
LONGSEAS COMMUNITY COLLEGE
St. Neots, Huntingdon.
Cambs. CB23 1JL
Tel: 01-776 0230

A temporary full-time teacher of Art required for two terms from 1 January 1985. Edenham is a mixed 11-18 school with a flourishing art department. The ability to teach pottery would be an advantage, and candidates are sought who would appreciate the work, behaviour and appearance.
Salary: Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form and returnable to the Head teacher at the above address as soon as possible. (42818) 131222

CROYDON

LONDON BOROUGH OF CROYDON
EDENHAM HIGH (M1)
Orchard Way, Shirley, Croydon, Surrey
Tel: 01-776 0230

A temporary full-time teacher of Art required for two terms from 1 January 1985. Edenham is a mixed 11-18 school with a flourishing art department. The ability to teach pottery would be an advantage, and candidates are sought who would appreciate the work, behaviour and appearance.
Salary: Burnham Scale 1 with London Area Allowance.
Please send S.A.E. for application form and returnable to the Head teacher at the above address as soon as possible. (42818) 131222

EALING

BROMLEY HIGH SCHOOL
Brentside Avenue, Hanwell, W.U. 7 2JL
Tel: 01-444 3249

A Teacher of Art required on temporary contract to cover an absence created by maternity leave in the 11-18 Form Entry mixed comprehensive school. The post will be covered by a full-time teacher as well as a General Art in the school.
Applications from candidates with a minimum of 3 years' experience in the subject should be sent to the Headteacher, quoting reference by 16th November 1984. (42818) 131222

BARROW

EDUCATION COMMITTEE
Barrow Road, Barrow-in-Furness, Cumbria, LA13 7JL
Tel: 01-444 3249

A well qualified Art/Craft teacher is required until September 1985 this post will be a full-time position. The full range of subjects offered by this department includes painting, sculpture, woodwork, metalwork, and technical drawing. The successful candidate will be responsible for the teaching and supervision of the subject.
Application forms from and to the Headteacher, quoting reference by 16th November 1984. (42818) 131222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
The NORTON KNATCHBULL SCHOOL
13, 14 Upper School, 563
Borden Buildings, Goud
Borden, Kent, ME10 2JL
Tel: 01-444 3249

Required for January, or as soon as possible thereafter, an enthusiastic and experienced teacher to teach Design, Art and Craft, to teach preferably Structural Ceramics to Ordinary and Advanced level and to teach Computer Studies to Ordinary level.
Candidates should have a strong recommendation from the Headmaster, or Headmistress, of the school to which they are applying. Please apply by letter naming two referees, to The Headmaster, NORTON KNATCHBULL SCHOOL, 13/14 Upper School, 563 Borden Buildings, Goud Borden, Kent (Tel. 01-444 3249) 131222

LINCOLNSHIRE

DE ARTON SCHOOL
Market Road, LNB 3RF
Roll 1067 including 200 in Sixth Form

11-18 Comprehensive School
Required for January or Easter 1985 for whole time teaching (with temporary advantage). Consideration given to temporary appointments.
Apply by letter with C.V. and names and addresses of two referees to: Acting Headmaster, M. J. Brennan, Equities, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 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SECONDARY ENGLISH

continued

BUCKINGHAMSHIRE

MILTON KEYNES AREA
USDALE SCHOOL
The Grove, Newport Pagnell,
Bucks.Required for January 1985,
a teacher of English. The suc-
cessful candidate will be re-
quired to teach all levels of
ability up to and including
GCSE.Successful candidate will be re-
quired to teach all levels of
ability up to and including
GCSE.Applicants seeking either a
permanent or temporary post
or two terms will be consid-
ered.For permanent post-hold-
ers, assistance with removal
expenses and rental housing
may be available in approved
cases and there is a wide
range of housing to buy in
the area.Apply by letter to the
Headmaster, Mr. M. Col-
lier, giving full curriculum
vite and names of two refer-
ences. (426001) 133422

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HILLINGDON

LONDON BOROUGH OF
HILLINGDONBARNHILL SCHOOL
Barnhill Lane, Havatts,
Middlesex UB4 9JH(Number on roll: 565 92
in sixth form)Headteacher: J.M.
Jefford, B.Sc.Required for January 1985,
a well-qualified teacher of
English, to teach across the
11-18 age range. An in-
terest in and ability to teach
throughout the school.
(426111) 133422Applicants seeking either a
permanent or temporary post
or two terms will be consid-
ered.For permanent post-hold-
ers, assistance with removal
expenses and rental housing
may be available in approved
cases and there is a wide
range of housing to buy in
the area.Apply by letter to the
Headteacher, Mr. M. Col-
lier, giving full curriculum
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LANCASHIRE

QUEEN ELIZABETH'S
GRAMMAR SCHOOL
Blackburn, Lancs. BB5
6DF

(Independent P.S./H.M.C.)

1200 pupils include 400 in
co-educational sixth-formRequired for September 1985,
a well-qualified teacher of
English, to teach across the
11-18 age range. An in-
terest in and ability to teach
throughout the school.
(426111) 133422Applicants seeking either a
permanent or temporary post
or two terms will be consid-
ered.For permanent post-hold-
ers, assistance with removal
expenses and rental housing
may be available in approved
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the area.Apply by letter to the
Headteacher, Mr. M. Col-
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HAVERING

LONDON BOROUGH OF
HAVERINGTHE CAMPION SCHOOL
Blackburn, Lancs. BB5
6DF1200 pupils include 400 in
co-educational sixth-formRequired for September 1985,
a well-qualified teacher of
English, to teach across the
11-18 age range. An in-
terest in and ability to teach
throughout the school.
(426111) 133422Applicants seeking either a
permanent or temporary post
or two terms

Scale 1 Posts

BERKSHIRE
ST. BARTHOLOMEW
SCHOOL
Andover Road,
Mildred Compton
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Inquired 1st Jan
Temporary, two
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share in teaching
in the lower
'O' Level, with
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teaching for a
date. A ca
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prepared to
approach would
An interest in
General Study
welcome.
Applications,
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addresses to H
Closing date
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BEXLEY
LONDON BOROUGH OF
WESTWOOD SCHOOL
The Green, Westwood
DA1 6QF

BEXLEY
LONDON BOROUGH OF
ST. CATHERINE'S
SCHOOL FOR
Watling Street,
Kent
Tel. Crayford 4511
Roll 700 - Sixties
4 Form Entry 1
Required for 1st
January 1985
1985, a graduate
religious Education

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWALE DIVISION
HIGHEST SCHOOL
Sittingbourne,
4PT
Honours Graduate
January 1985
Applicable to:
Studies in:
Economics or
second subject
13 - 18 plus
(Sixth Form
pleasant local
Letters of a
candid and

SOLIHULL
EDUCATION C
PARK HALL S
Water Orton R
Bromwich, Bir
Tel: 021-747 8
TEACHER OF
HISTORY, Sc
Required for J
this 11 - 18 al
for two terms
Apply
Headteacher or
sno. (42778)

or the undermentioned position: **Education Officer, Education Officer, TSB ORJ.** (Telephone: 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000, 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1008, 1009, 1010, 1011, 1012, 1013, 1014, 1015, 1016, 1017, 1018, 1019, 1020, 1021, 1022, 1023, 1024, 1025, 1026, 1027, 1028, 1029, 1030, 1031, 1032, 1033, 1034, 1035, 1036, 1037, 1038, 1039, 1040, 1041, 1042, 1043, 1044, 1045, 1046, 1047, 1048, 1049, 1050, 1051, 1052, 1053, 1054, 1055, 1056, 1057, 1058, 1059, 1060, 1061, 1062, 1063, 1064, 1065, 1066, 1067, 1068, 1069, 1070, 1071, 1072, 1073, 1074, 1075, 1076, 1077, 1078, 1079, 1080, 1081, 1082, 1083, 1084, 1085, 1086, 1087, 1088, 1089, 1090, 1091, 1092, 1093, 1094, 1095, 1096, 1097, 1098, 1099, 1100, 1101, 1102, 1103, 1104, 1105, 1106, 1107, 1108, 1109, 1110, 1111, 1112, 1113, 1114, 1115, 1116, 1117, 1118, 1119, 1120, 1121, 1122, 1123, 1124, 1125, 1126, 1127, 1128, 1129, 1130, 1131, 1132, 1133, 1134, 1135, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1146, 1147, 1148, 1149, 1150, 1151, 1152, 1153, 1154, 1155, 1156, 1157, 1158, 1159, 1160, 1161, 1162, 1163, 1164

YOUR CHOICE

SCHOOL
L. Kirkleatham, Re
(3009).

**THE ATHERLEY SCHOOL
SOUTHAMPTON**

DEPUTY HEAD

Applications are invited for this post which becomes vacant on 1st September 1985.

The Atherley School is a Group 8 Independent School for Girls governed by the Church School Company Ltd. Applicants should be communicant members of the Church of England.

Please apply, enclosing full curriculum vitae and names and addresses of at least 2 referees, to

**The Head Mistress,
The Atherley School,
Hill Lane,
Southampton SO9 1GR.**

Closing date for applications 18th November 1984

PREPARATORY SCHOOLS

continued

NORFOLK

Required for January 1985.
Form Teacher for 9 year olds, Burnham School, Accommodation available.
Please apply to: The Headmaster, Burnham School, Burnham, Norfolk, NG25 2BQ. Tel: (04253) 2609. 205624

WEST MIDLANDS

EDGBASTON

WEST WOODS SCHOOL

I.A.P.S. school of 200 boys

Wanted for January 1985 an experienced Generalist Teacher for 8-9 year olds to teach Maths and English. Salary: Burnham scale 1.

Apply by letter with a.c.v. and names, addresses and telephone numbers of three referees to the Headmaster, West Woods School, 24 St. James's Road, Edgbaston, Birmingham B15 2NX. (02522) 205624

Colleges of Further Education

Directors, Principals and Vice Principals

WARWICKSHIRE

COUNTY COUNCIL

MID WARWICKSHIRE COLLEGE OF FURTHER EDUCATION

Leamington Spa

VICE PRINCIPAL (GROUP VII)

Applications are invited from suitably qualified and experienced candidates for the above post.

Please send S.A.Z. for further details and application form to the Education Officer, Warwickshire County Council, 25 Northgate Street, Warwick CV34 4ER. (02464) 220016

Heads of Department

BIRMINGHAM CITY COUNCIL

An equal opportunities employer

EDUCATION DEPARTMENT

BROOKLYN TECHNICAL COLLEGE GREAT BARR

Aldridge Road, Birmingham B44 8NE

HEAD OF DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES

Salary: £14,799 - £16,578 (Burnham Grade IV)

This important post becomes vacant due to the promotion of the present Head of Department. It offers scope for development within an interesting range of course work including secretarial, business and management studies with significant experience in industry/commerce.

Applicants should have appropriate academic and professional qualifications, have relevant service within further education and preferably be a teacher trained together with significant experience in industry/commerce.

There is a scheme for assistance with removal expenses.

Application forms and further particulars obtainable from the Principal to whom they should be returned as soon as possible (42795) 220018

Other Appointments

DEVON

Please see displayed advertisement on Page 43.

AVON COUNTY EDUCATION SERVICE
BRISTOL TECHNICAL COLLEGE
Lecturer in Carpentry and Joinery
Required for 1st January 1985 to teach theory and practice essentially to City Foundation and Year 1 students. Located at the College's Lilliput Centre, but some duties in Worthington. Applicants should have advanced City and Guilds qualifications and some experience of instructional work.
Post is payable to the 31 January 1985.
Further details and application form to be returned by 16 November 1984 to the Personnel Office, Bristol Technical College, Ashley Down, Bristol BS7 9BU quoting Reference No. 46/2. (02802) 220026

CUMBRIA COUNTY COUNCIL
WEST CUMBRIA COLLEGE
LECTURER IN CARPENTRY AND JOINERY
Required for 1st January 1985 to teach theory and practice essentially to City Foundation and Year 1 students. Located at the College's Lilliput Centre, but some duties in Worthington. Applicants should have advanced City and Guilds qualifications and some experience of instructional work.
Post is payable to the 31 January 1985.
Further details and application form to be returned by 16 November 1984 to the Personnel Office, Bristol Technical College, Ashley Down, Bristol BS7 9BU quoting Reference No. 46/2. (02802) 220026

Appointments in Scotland

ABERDEEN

ROBERT GORDON'S COLLEGE

HMC 850 boys 11-18

TEACHER OF ENGLISH

Applications are invited for the above post from suitably qualified teachers to teach English to boys in the school. The post is payable to the 31 January 1985 or earlier if possible, and will involve full-time and part-time work. The successful candidate will be expected to assist in the school's extra-curricular activities and to have a strong recommendation.

Salary Scale: £5,910 - £10,512, starting point dependent on age and relevant experience.

Further particulars and application form from the Principal, Robert Gordon's College, 100 Collieston Road, Aberdeen AB9 8QJ. Closing date for applications: 14th November 1984. (42918) 220026

ilea Inner London Education Authority

SOUTH EAST LONDON COLLEGE
Lewisham Way, London, SE4 1UT
Tel: 01-691 0006 (24 hr. answering service)

Vice Principal (Ref. VP9)

Vacancy from 1 January 1985 or as soon as possible for Vice Principal, one of three in this large Group 9 College. Main area of responsibility will be for all staffing matters and the current salary is £20,700 (plus £987 Inner London Allowance).

Applicants should have a wide experience of teaching in Further Education and of administration within a large college.

Application forms, returnable by 23 November 1984, and further particulars can be obtained from the Senior Administrative Officer, SELTEC, at the above address, or telephone 01 691 0006 (24 hours answering service).

ILEA IS AN EQUAL OPPORTUNITIES COLLEGE. (021) 220026

WIGTOWNSHIRE

WOODLANDS SCHOOL

Corbridge Road, Newton Stewart

Required for January or as soon as possible, experienced, registered teacher to teach in this Independent Residential School, for approximately 12 pupils aged 8-17 years.

The school is situated in a small market town close to mountains, forest and the Solway coast.

Swagart is given for members of staff to develop their own ideas and interests within the general philosophy of the school.

The person appointed will preferably have had experience of teaching small groups the core curriculum and be able to give individual help to under-achievers. They would ideally also be able to offer optional afternoon subjects.

Persons appointed will be expected to work a maximum of 15 hours extra duties per week for which an appropriate allowance is made.

Applications by letter should be sent to the Principal, Woodlands School, at the above address or telephone Newton Stewart 3480 for further details. (42924) 220026

Appointments in Scotland

SECONDARY SCHOOLS

TEACHING POST - ENGLISH

SELKIRK HIGH SCHOOL Roll 575

Closing date: 19 November 1984

Application forms may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD8 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters. (0850) 220026

REGIONAL COUNCIL Borders

FIFE REGIONAL COUNCIL SECONDARY EDUCATION

Applications are invited for the following posts from Registered Teachers

St. Andrews, Madras College

Teacher of Business Studies

Methil, Kirkland High School

Teacher of Physics

Cowdenbeath, Beath High School

Teacher of Science (Physics preferred)

Glenrothes High School

Teacher of Geography (Temporary)

Application forms may be obtained from the Director of Education, Regional Offices, Wemyssfield, Kirkcaldy, to whom completed forms should be returned not later than Friday, 16th November, 1984. (0607) 220026

COLLEGES OF FURTHER EDUCATION

continued

BERKSHIRE

LANGLEY COLLEGE OF FURTHER EDUCATION

TEMPORARY LECTURER IN GENERAL AND COMMUNICATION STUDIES

Applications are invited for the above post from suitably qualified teachers to teach General and Communication Studies to students in the college. The post is payable to the 31 January 1985 or earlier if possible, and will involve full-time and part-time work. The successful candidate will be expected to assist in the college's extra-curricular activities and to have a strong recommendation.

Salary Scale: £5,910 - £10,512, starting point dependent on age and relevant experience.

Further particulars and application form from the Principal, Langley College of Further Education, 100 Collieston Road, Aberdeen AB9 8QJ. Closing date for applications: 14th November 1984. (42918) 220026

BURY

METROPOLITAN BOROUGH OF BURY

EDUCATION DEPARTMENT

LECTURER IN HAIRDRESSING AND BEAUTY CULTURE

Required for 1st January 1985 to teach theory and practice essentially to City Foundation and Year 1 students. Located at the College's Lilliput Centre, but some duties in Worthington. Applicants should have advanced City and Guilds qualifications and some experience of instructional work.

Post is payable to the 31 January 1985.

Further details and application form to be returned by 16 November 1984 to the Personnel Office, Bristol Technical College, Ashley Down, Bristol BS7 9BU quoting Reference No. 46/2. (02802) 220026

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

LECTURER/SENIOR LECTURER IN COMPUTER INTEGRATED MANUFACTURING

Applications are invited for the above post from suitably qualified teachers to teach Computer Integrated Manufacturing to students in the college. The post is payable to the 31 January 1985 or earlier if possible, and will involve full-time and part-time work. The successful candidate will be expected to assist in the college's extra-curricular activities and to have a strong recommendation.

Salary Scale: £5,910 - £10,512, starting point dependent on age and relevant experience.

Further particulars and application form from the Principal, Peterborough Technical College, 100 Collieston Road, Aberdeen AB9 8QJ. Closing date for applications: 14th November 1984. (42918) 220026

CAMBRIDGESHIRE

PETERBOROUGH TECHNICAL COLLEGE

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Salary Scale: £5,910 - £10,512, starting point dependent on age and relevant experience.

Further particulars and application form from the Principal, Peterborough Technical College, 100 Collieston Road, Aberdeen AB9 8QJ. Closing date for applications: 14th November 1984. (42918) 220026

DOVER

BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION

One year contract Lecturer in Building Construction to teach full-time students. Appropriate professional qualifications necessary.

Further details from the Principal, Bournemouth & Poole College of Further Education, 100 Collieston Road, Aberdeen AB9 8QJ. Closing date for applications: 14th November 1984. (42918) 220026

ENFIELD

LONDON BOROUGH OF ENFIELD

EDUCATION DEPARTMENT

LECTURER IN HAIRDRESSING AND BEAUTY CULTURE

Required for 1st January 1985 to teach theory and practice essentially to City Foundation and Year 1 students. Located at the College's Lilliput Centre, but some duties in Worthington. Applicants should have advanced City and Guilds qualifications and some experience of instructional work.

Post is payable to the 31 January 1985.

Further details and application form to be returned by 16 November 1984 to the Personnel Office, Bristol Technical College, Ashley Down, Bristol BS7 9BU quoting Reference No. 46/2. (02802) 220026

GLoucestershire

MIDGLOUCESTERSHIRE TECHNICAL COLLEGE

CONSTRUCTION

LECTURER GRADE 1 in Painting and Decorating

Required for 1st January 1985 to teach V.T.S. School/College level and to instruct up to the City & Guilds Advanced Craft Certificate level.

Applicants should hold a City & Guilds Advanced Craft Certificate or equivalent qualification.

Further details and application form from the Principal, Mid-Gloucestershire Technical College, Stratford Road, Stratford-upon-Avon, CV37 9JN. Closing date for applications: 14th November 1984. (42918) 220026

GLoucestershire

MIDGLOUCESTERSHIRE TECHNICAL COLLEGE

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Administration General

WHAT IS IUPAC?
THE INTERNATIONAL UNION OF PURE AND APPLIED CHEMISTRY
Wishes to appoint an **INFORMATION OFFICER/SECRETARY** to impart knowledge about its activities and to act as editor of its news magazine *Chemistry International*.
For further details write to: IUPAC Secretariat, IUPAC Secretariat, 1000 Gower Street, London WC1E 6BT. Tel: 01-637 1065. Fax: 01-637 1174. 500000

Educational Psychologists

CALDERDALE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT

SENIOR EDUCATIONAL PSYCHOLOGIST

BURNHAM HEAD TEACHER GROUP

Applications are invited from suitably experienced and qualified Educational Psychologists to fill this vacancy in a recently re-structured Service. The successful applicant will be expected to play a major role in the development of the Service and to take responsibility for the work of Educational Psychologists within a designated area.

An essential car user allowance is attached to the post.

Application forms and further details are obtainable on receipt of a f.o.i.s.p. s.p. from the Education Officer, Education Department, Burnham Head, 33, Northgate House, Northgate, Burnham, 1UN to whom completed forms should be returned by 15th November 1984. 500000

Examiners

PITMAN EXAMINATIONS INSTITUTE

FRENCH LANGUAGE

Posts of Chief/Senior Examiner

Pitman Examinations Institute is seeking Chief and Senior Examiners to assist in the development and preparation of French Language test materials at Elementary, Intermediate, Higher Intermediate and Advanced stages.

Experience of the teaching of French and the preparation of test materials for reading, writing and listening is required.

Application forms and further details can be obtained from the Examinations Director, Godalming, Surrey GU7 1UL. 600000

RSA EXAMINATIONS BOARD

CERTIFICATE IN THE TEACHING OF COMMUNITY LANGUAGES

Applications are invited from suitably qualified people for appointment as Assessor, Teaching Test and Examiner in the following languages:

Arabic (Moroccan); Bengali; Cantonese; Farsi; Modern Standard Arabic; Hindi; Mandarin; Punjabi; Modern Turkish; Urdu.

Application forms and full details from: Mr B. Bettany, RSA Examinations Board, 100, W.C.2N 6EZ. 500000

Miscellaneous

SUMMER TEACHING JOBS

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. 600000

AEROBIC IMPULSE

PART-TIME TRAINING CO-ORDINATOR

Required to head FIT-NESS INSTRUCTORS TRAINING COURSES and on-going training for new instructors in Wimbledon/Croydon. Would suit male/female with sport science degree plus teaching qualification. Who is already in full or part-time employment.

Details and application form from Tricia on 01-835 0825. 500000

SALFORD

SACRED TRINITY CENTRE FOR RELIGION AND EDUCATION

Required for January or April 1985. A Director to be responsible for the development of this unique multi-faith N for religion and education.

Application forms and descriptions from The Chairman of the Governing Body, Sacred Trinity Centre, Chapel Road, Salford M3 7AJ, on 01-303241. 600000

COMPUTER SCIENCE EDITOR

We are looking for an enthusiastic hard-working person in their late twenties to develop further our list of computer science titles. Experience of publishing is not essential although a commercial outlook and a strong interest in computing will be required.

Please apply in writing with CV to: The Managing Director, Cambridge University Press, 32, Avenue Road, Cambridge CB2 3RU. 600000

MISCELLANEOUS

SANDWELL METROPOLITAN BOROUGH COUNCIL

RECREATION AND AMUSEMENTS DEPARTMENT

OFFICER GRADE 4/5

16,864 to 17,895 (award pending)

Persons possessing relevant qualifications and experience in physical education together with the ability to organise and administer wide ranging sports programmes.

Candidates should be prepared to accept the challenge of developing sports programmes within an inner city area.

In addition to the above with an honours degree in P.E. is paid for managing the Department's sports scheme. (honorary) is payable with 5th March 1985.

Full job description available with application form.

Closing date 16th November 1984

Requests (quoting ref. 50 453 and enclosing A6) for application forms should be made to the Personnel Officer, Town Hall, West Bromwich B70 1DX.

A Union Membership agreement is in operation.

Covering of members of the Authority will be 50,453/54. 600000

W. SUSSEX

MICROELECTRONICS EDUCATION PROGRAMME

SOUTHERN REGION MICROELECTRONICS CENTRE

Furness Drive, Furness Green, Crawley, W. Sussex RH10 6JB

MANAGER FOR REGIONAL DEVELOPMENT PROJECT

THE USE AND APPLICATION OF MICROELECTRONICS IN THE CURRICULUM OF SECONDARY SCHOOLS

EXPERIENCE

The Project Manager will be based at the Centre for Education in the Southern Region.

The project will investigate the current uses and the use of microelectronics in the classroom, and be responsible for the production of INSET/CPD materials.

The Manager should have relevant experience in the use of microelectronics in the classroom, and be responsible for the production of INSET/CPD materials.

The post is available on a one-year contract, to be renewed if possible. Secondment may be available.

Further details and application forms available to the Director of Education, Mid Sussex, 50481 to whom they should be returned as soon as possible and not later than 16th November 1984.

Closing date: 16th November 1984. 600000

OUTER LONDON ALLOWANCE PAYABLE

670000

ENGLISH AS A FOREIGN LANGUAGE

WALES

Chief Instructor Required. month's training course. Good Qualifications and experience essential in Outdoor Education. Salary to be developed by the programme. Apply to: Correspondent, 7 Landsea Drive, Northampton NN2 7AL. 600000

WANTED

Experienced and enthusiastic teacher, administrator or organization to run a residential treatment centre for 13-17 year olds.

Salary Scale: Scale 5 Point 25-27. Currently under review.

NCH is a Christian-based organisation.

Please write for job description and application form to: Mr. M. Oxborough, Dept. TES8, Flat 19, The Oval Youth Project, Highfield Oval, Ambrose Lane, Harpenden, Herts AL5 4BX. Tel: Harpenden (05827) 68240.

Closing date: 16th November 1984.

NATIONAL CHILDREN'S HOME

ASSISTANT (OUTDOOR PURSUITS)

Enthusiastic and determined personality required to complete staff team (Aged 23 years).

The job: Education Assistant with special responsibility for development of Outdoor Education within a residentially based intermediate treatment centre running an exciting, structured programme for 13-17 year olds.

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